James, F.S.

Econo-ics in the 8th school [illegible] suggested [illegible] course.

BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Thesis

# ECONOMICS IN THE HIGH SCHOOL WITH A SUGGESTED FUNCTIONAL COURSE

Submitted by

Frank Swett Games

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First Reader: George K. Makechnie,
Instructor in Social Studies

Second Reader: John J. Mahoney,
Professor of Education

Third Reader: Roy O. Billett,
Professor of Education

TO

PROFESSOR JOHN J. MAHONEY, SCHOOL OF EDUCATION, BOSTON UNIVERSITY, WHO BY HIS INSPIRING EXAMPLE AWAKENED IN ME A LARGER CONCEPTION OF THE RESPONSIBILITY OF THE SCHOOL IN MAKING BETTER AMERICAN CITIZENS

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FOREWORD

Ploughshares to Ploughed Shares

The sun lifted its glorious head over the distant hill. A rooster in his humble station in the barnyard perched on one foot and sounded the note of the nineteenth-century alarm clock. Soon the farm hands and all the household left their feather beds. It was a winter morning in the latter part of January; and to draw on icy socks and frosty boots, in a room heated only by the stovepipe, required all the military courage of an Indian fighter. It ought not to surprise the reader when I say the morning toilet was hasty - something less than "a lick and a promise".

Then came my duty, pumping water for our herd. This was no light job, especially on a stinging, windy morning; for the cows, having only dry fodder, required an enormous amount of liquid, and as they could only drink while the water was fresh from the well, some one must work the handle till the last calf had absorbed his fill.

Some of my friends had ponds or brooks to which their herds were driven for water. After chopping a hole through the ice, the shivering beasts lay their aching teeth in the frigid draught, trying a dozen times to temper their mouths to the icy fluid. After completing this painful task, they would pick their way homeward - the picture of a desolate and abused race.....

Soon above our heads the wild ducks again pursued

their northern passage, and the far honking of the geese fell on our ears from the solemn deeps of the windless night. On the first dry day came father's imperious voice with the familiar command, "Out with the drags, boys! We start seeding tomorrow."

Again we went forth on the land, this time to wrestle with the tough, unrotted sod of the new breaking, while all around us the larks and plover called and the gray badgers stared with disapproving bitterness from their ravaged hills.

How many times I harrowed and cross-harrowed that plot of ground, I cannot say, but I well remember the maddening persistency with which the masses of hazel roots clogged the teeth of the drag, making it necessary for me to raise the corner of it - a million times a day! This had to be done while the team was in motion, and you can see the driver did not lack for exercise.

As the ground dried off the dust arose from under the teeth of the harrow and flew so thickly that my face was not only coated with it but tears of rebellious rage stained my cheeks with comic lines. At such times many questions passed through my troubled mind. Why did people have to do this kind of work? Why was land so cheap that everybody had more than they could use to advantage? Would human beings always do the work of beasts?

Our discomforts had their compensations! As we came back to the house at six, the kitchen was always cheery

with the smell of browning flap-jacks, sizzling sausages and steaming coffee, and mother had plenty of hot water on the stove so that in a minute our faces were shining.

Our evenings were cheerful. My sister was able to play a few simple tunes on the melodeon and once in a while the neighbors'children came in to join our sing. In this my mother often took part. In church her clear soprano rose above the others like the voice of some serene great spirit. Of this gift my father often expressed his open admiration.

There was a little dancing during the winter and a singing school brought the young folks together once a week. Cold weather had no terror for us, providing the air was still. Often we played "Hi Spy" around the barn with the thermometer twenty below zero. Not infrequently, we took long walks to visit or borrow something to read.

Naturally the school-house continued to be the center of our interest by day and the scene of our occasional neighborhood recreation by night. My memories of it are mostly pleasant although I can still see the beckoning rod within easy reach of the school master.....

Early one bright day several teams hitched to bob-sleds pulled up at the school-house door. Amid much shouting and laughter, the entire school with the teacher piled in on the straw which softened the bottom of the box, and away we raced with jangling bells, along the winter roads, if such they could be called. Such were the pleasures we enjoyed in a time when family solidarity and individual strength of

character were developed by daily combat against nature's forces.[1]

On rare occasions father went to town to pay taxes and market what cattle and grain he had for sale. This was the day of days for us. It seems as though it were only yesterday. I can see the narrow dirt road that ran through the entire town branching out in several directions at either end; the low frame buildings that needed painting with the yawning spaces between the houses; the post office; and the saloon noted for poor music and hard drinks. I can't forget the church where the sinners met once a week; the dry goods store; the home of the county government-the town hall; the hitching post, the watering trough, and the stage coach.

This is only a glimpse of the agrarian life of the past century, and although it still lingers in some rural communities, it is no longer typical of the American mode of living. It marks the period when "Rugged Individualism" was the accepted American way and agriculture was the predominating occupation; when land was cheap and plentiful; when the farmer controlled the factors of production, when life for all people was full of hardship and adventure; when inequalities among men were few; when men had faith in God, and when folks had a genuine interest in their neighbors. But these conditions have been altered, our economic environment has changed,

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[1]Adapted from Hamlin Garland's, Son of the Middle Border.

and now by way of comparison let us turn to a picture of our life today.

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The sun peeps through a narrow opening between two thirty story buildings, all is serene except for the occasional trucks that rumble over the streets. An alarm clock rings loudly on the table near my bed. It is 7:30 a.m., my first thought is I must hurry to the office. After bathing in hot running water, shaving with an electric razor, and using some highly advertised tooth powder, I set about to dress in my steam heated apartment. It is not long before I am waiting at the elevator door in the hall.

Around the corner there is a restaurant which is one of a great chain. Here many workers get their breakfast consisting of doughnuts and a cup of coffee. Everyone rushes, so conversation is limited chiefly to customers giving orders to a group of overworked, underpaid, indifferent waiters..... As I emerge with my excuse for a breakfast, I buy a newspaper from a newsboy of sixty years more or less. He is probably a discarded employee of some industrial concern trying to keep the wolf from the door..... After walking up a flight of stairs and putting a dime in the slot of a turn gate, I am admitted to a platform where the electric elevated trains stop. A dozen others wait, all looking at newspapers, they pay little attention to anything or anybody; their chief concern is the morning paper..... This cold impersonal attitude is typical of the suspicion that individuals have for strangers in the

modern city..... Soon the train arrives and I am carried into the open door by a group of surging humanity. As all the seats are taken, I stand in the aisle and hold on to a leather strap. .... While the train moves along, one can see four story flats the architecture of which seems to sweat humanity at every window and door. A shaky outside staircase as steep as a ladder leads to the fourth floor. Narrow concrete causeways connect the flats that fairly groan for paint, while clothes lines are stretched like telephone wires between available points. The thought of the hidden gloomy interiors makes one shudder with apprehension..... As I muse, my mind carries me to another section of the city where large stone houses are set like gems among evergreen trees and shrubs, where flag stone walks lead to sunken gardens and fish ponds surrounded by sloping terraces. Rolls Royce cars are parked along the curb, servants complete their daily tasks with the aid of modern inventions. Art treasures, tapestries, oriental rugs, imported furniture, carved doorways, and paintings decorate the household. The family has three well mannered dogs and two spoiled children who are carefully guarded by a governess.....

Soon we reach our stop and like lambs we push our way down to the street level. Everyone is rushing in a city where a thousand noises shatter the nerves and fatigue the brain; rushing headlong into the day's work; rushing headlong into the grave. Each individual is a cog in a great machine governed by a board of directors that measures life in terms of private profit.....

Life is not without its pleasures, and this does much to lighten the inequalities that exist in our economic order today. The chief amusement is found in going to the "movies" where humble people live as kings and queens for a part of an evening. Sports of every variety have been raised to the professional level with a hero loving American populace spending millions of dollars each year to see a boxer or football team defeat a rival. There is the opera, the stage plays, and musical comedies, for the upper class; but too many families find such entertainment is beyond their financial resources. Their only recreation is the radio, or free public entertainments.

In conclusion, I have tried to depict some of the conditions of the 19th century as well as some of those that exist today. It is not difficult to see that our economic environment has been revolutionized by the forces growing out of competitive individualism. We have power but it is not regulated; we have wealth but it is not shared; we have a nation of dependent individuals yet there is little cooperation between various groups of people.

Our frontier has disappeared. No longer can dissatisfied individuals get in a covered wagon and move West; now since we cannot escape, we must learn to live together. We need some economic order that will attack the inequalities in our world of work.

Many of the movements and tendencies of our government today tend to socialize capitalism, thus making our

economic life more democratic. "Individualism", or the anarchy of competition based on economic control of our country by certain share holders, is doomed to be ploughed under and in its place let us hope for "economic democracy" untarnished by any of the alien "isms".

PREVIEW

Economic Democracy Holds a Round Table

Scene I

(George Washington, Thomas Jefferson, Andrew Jackson, Abraham Lincoln, Theodore Roosevlet, Woodrow Wilson, Franklin Roosevelt and Economic Democracy seated around a table.)

Economic Democracy: Gentlemen, I have called this meeting to discuss my family. You men have done much to advance the cause of Democracy in this country we call the United States. My brother Political Democracy has grown to manhood largely due to your zealous efforts in his behalf. He is now recognized by people in this country as the governing force, and some call him "The American Way". Then there is my other brother Social Democracy, he is almost as old as Political Democracy but unfortunately he has had more setbacks in life. Now with your permission, I would like for you to consider my future. I realize that I am not as well known as my brothers, for I am younger; however, I solicit your commendation in order that the great American public may know that I bear blood relation to Political and Social Democracy. For the benefit of those who lived in an age when capitalism was a child in arms, may I define my position in American life today. "I am a comprehensive term embracing all those movements and tendencies that make for the elimination of inequalities in the occupational world. I demand a wider and more equitable distribution of wealth among all who work by hand or brain. I postulate a more representative and coopera-

tive control with respect to business policies and conditions; a recourse to government functioning when the public interest requires it; and increased consideration for those who are industrially weak. My keynote is cooperation and my watch word is sharing."[1]

The greatest affirmation of my convictions was the popular vote for president in 1936. In this campaign most of the issues were based on economic questions, so perhaps as never before the vote of the American people was an acclamation of the principles for which I stand. But let it be understood that I am not a political personality but an economic way of living together in a democracy.

President Washington, will you open the meeting today?

George Washington: It is rather confusing for me to speak before such a distinguished group of men on Economic Democracy. However, looking back on my own life, I might express my sentiments on the relation between the employer and the employee by citing a portion of my will. "Upon the decease of my wife it is my will and desire that all the slaves which I hold in my own right shall receive their freedom. To emancipate them during her life would, tho earnestly wished by me, be attended with insuperable difficulties on account of their intermarriages with the Dower negroes..... And whereas among

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[1] Professor John J. Mahoney, Boston University, Lecture in School & Society, July 1936.

those who will receive freedom according to this devise there may be some who from old age, or bodily infirmities and others who on account of their infancy, that will be unable to support themselves, it is my will and desire that all who come under the first and second description shall be comfortably cloathed and fed by my heirs while they live and that such of the latter description as have no parents living, or if living are unable or unwilling to provide for them, shall be bound by the court until they shall arrive at the age of twenty-five years..... The negroes thus bound are to be taught to read and write and to be brought up to some useful occupation."[1]

Economic Democracy: Splendid, you sounded the note of social security over one hundred and thirty years ago.

Thomas Jefferson: I well remember, "The whole commerce between master and slave was a perpetual exercise of the most boisterous passions, the most insulting despotism on the one part, and the degrading submissions on the other."[2]

Theodore Roosevelt: You men may rejoice because slavery no longer is permitted in this country but "most certainly prize-fighting is not half as brutalizing or demoralizing as many forms of big business and of the legal work carried on in connection with big business."[3]

Andrew Jackson: By the Eternal, this business situation has become a mixed up affair. I have always been a man of

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[1]Paul L. Ford, The True George Washington, p. 152.
[2]Ibid., p. 138.
[3]Theodore Roosevelt, An Autobiography, p. 48.

the people and shared their tastes and passions. Some say that my getting in as President was a heap of trouble to the blue noses; now you can count on me backing the common people and leading an army if necessary to help them, but don't ask me to discuss any fool theories on business.[1] I ain't never had no love for public corruption, that's why I destroyed the bank.

Economic Democracy: Few people know how much you did President Jackson to introduce my brother Political Democracy to the American people. Your influence in changing the character of our government from a Republic to a Democracy cannot be overestimated.

Abraham Lincoln: Some people never have become acquainted with the essence and spirit of the Declaration of Independence. "I think the authors of that notable instrument intended to include all men; but they did not intend to declare all men equal in all respects. They did not mean to say all were equal in color, size, intellect, moral developments, or social capacity. They defined with tolerable distinctness in what respects they did consider all men equal - equal in certain inalienable rights, among which are life, liberty, and the pursuit of happiness. This they said and this they meant. They did not mean to assert the obvious untruth that all were then actually enjoying that equality, nor yet that they were about to confer it upon them. In fact, they had no power to confer such a boon. They meant simply to declare the right,

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[1]Suggested by W. Wilson, History of American People, pp. 1-5.

so that the enforcement of it might follow as fast as circumstances should permit. They meant to set up a standard maxim for free society, which should be familiar to all and revered by all; constantly looked to, constantly labored for, and, even though never perfectly attained, constantly approximated, and thereby constantly spreading and deepening its influence, and augmenting the happiness and value of life to all people of all colors everywhere."[1]

Economic Democracy: Your statement as well as the countless acts of your presidential administration speak for Democracy. Mr. Lincoln you gave your life that an ideal might be realized; may the people of our country prove worthy of your great sacrifice.

Theodore Roosevelt: Speaking for Economic Democracy, may I say "that there has been in our country a riot of individualistic materialism, under which complete freedom for the individual turned out in practice to mean perfect freedom for the strong to wrong the weak. The total absence of governmental control has led to a portentous growth in the financial and industrial world both of natural individuals and of artificial individuals - that is, Corporations. In no other country in the world have such enormous fortunes been gained. In no other country in the wrold is such power held by the men who have gained these fortunes; and these men almost always work through, and by means of, the giant corporations which they control.

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[1] J. G. Holland, Life of Abraham Lincoln, p. 151.

The power of the mighty industrial overlords of the country has increased with giant strides, while the methods of controlling them, or checking abuses by them, on the part of the people, through the Government, remain archaic and therefore practically impotent. The courts, not unnaturally, but most regrettably, and to the grave detriment of the people and of their own standing, have for a quarter of a century been on the whole the agents of reaction, and by conflicting decisions which, however, in their sum were hostile to the interests of the people, have left both the nation and the several States well-nigh impotent to deal with the great business combinations. Sometimes they forbade the Nation to interfere, because such interference trespassed on the right of the States; sometimes they forbade the States to interfere (and often they were wise in this), because to do so would trespass on the rights of the Nation; but always, or well-nigh always, their action was negative action against the interests of the people, ingeniously devised to limit their power against wrong, instead of affirmative action giving to the people power to right wrong. They have rendered these decisions sometimes as upholders of property rights against human right, being especially zealous in securing the rights of the very men who are most competent to take care of themselves; and sometimes in the name of liberty, in the name of the so-called "new freedom," in reality the old, old "freedom," which secures to the powerful the freedom to prey on the poor and the helpless."[1]

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[1] Theodore Roosevelt, An Autobiography, pp. 462-463.

Woodrow Wilson: Speaking for the necessity of corporate reform in business, I say "I do not object to the size of these corporations. Nothing is big enough to scare me. What I am objecting to is that the Government should give them exceptional advantages, which enables them to succeed and does not put them on the same footing as other people. I think those great touring cars, for example, which are labelled "Seeing New York," are too big for the streets. You have almost to walk around the block to get away from them, and size has a great deal to do with the trouble if you are trying to get out of the way. But I have no objection on that account to the ordinary automobile properly handled by a man of conscience who is also a gentleman. I have no objection to the size, power, and beauty of an automobile. I am interested, however, in the size and conscience of the men who handle them, and what I object to is that some corporation men are taking "joy-rides" in their corporations.....

"So I say that our challenge of today is to include in the partnership all those great bodies of unnamed men who are going to produce our future leaders and renew the future energies of America. And as I confess that, as I confess my belief in the common man, I know what I am saying. The man who is swimming against the stream knows the strength of it. The man who is in the melee knows what blows are being struck and what blood is being drawn. The man who is on the make is a judge of what is happening in America, not the man who has made, not the man who has emerged from the flood, not the man who is

standing on the bank, looking on, but the man who is struggling for his life and for the lives of those who are dearer to him than himself. That is the man whose judgment will tell you what is going on in America, and that is the man by whose judgment I for one wish to be guided - so that as the tasks multiply and the days come when all will seem confusion and dismay, we may lift our eyes to the hills out of these dark valleys where the crags of special privilege overshadow and darken our path, to where the sun gleams through the great passage in the broken cliffs, the sun of God, the sun meant to regenerate men, the sun meant to liberate them from their passion and despair and to lift us to those uplands which are the promised land of every man who desires liberty and achievement."[1]

Economic Democracy: Suppose we ask Franklin D. Roosevelt to tell us what he hopes to add to the cause of Democracy.

Franklin D. Roosevelt: "The United States of America, within itself, must continue the task of making Democracy succeed..... It is not enough that the wheels turn. They must carry us in the direction of a greater satisfaction in life for the average man. The deeper purpose of democratic government is to assist as many of its citizens as possible - especially those who need it most - to improve their condition in life, to retain all personal liberty which does not effect their neighbors and to pursue the happiness which comes with

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[1]Joseph P. Tumulty, Woodrow Wilson As I Know Him, pp. 32-33.

security and an opportunity for recreation and culture.....

"That decent conditions and adequate pay for labor, and just return for agriculture, can be secured through parallel and simultaneous action by 48 states is a proved impossibility. It is equally impossible to obtain curbs on monopoly, unfair trade practice and speculation by state action alone. There are those who, sincerely or insincerely, still cling to state action as a theoretical hope. But experience with actualities makes it clear that federal laws supplementing state laws are needed to help solve the problems which result from modern invention applied in an industrialized nation which conducts its business with scant regard to state lines.....

"With a better understanding of our purposes, and a more intelligent recognition of our needs as a nation, it is not to be assumed that there will be prolonged failure to bring legislative and judicial action into closer harmony. Means must be found to adopt our legal forms and our judicial interpretation to the actual present national needs of the largest progressive democracy in the modern world.

"That thought leads to a consideration of world problems. To go no further back than the beginning of this century, men and women everywhere were seeking conditions of life very different from those which were customary before modern invention and modern industry and modern communications had come into being. The world war, for all of its tragedy, encouraged these demands, and stimulated action to fulfill

these new desires.....

"The process of our democracy must not be imperiled by the denial of essential powers of free government."[1]

Theodore Roosevelt: What do you believe the greatest problems are today?

Franklin D. Roosevelt: "A national problem is the intelligent development of our social security system, the broadening of the services it renders, and practical improvement in its operation. In many nations where such laws are in effect, success in meeting the expectations of the community has come through frequent amendment to the original statue.

"And, of course, the most far-reaching and the most inclusive problem of all is that of unemployment and the lack of the economic balance of which unemployment is at once the result and the symptom."[2]

Economic Democracy: Mr. Jefferson, what do you think of the importance of education in a Democracy?

Thomas Jefferson: "If a nation expects to be ignorant and free in a state of civilization, it expects what never has and never will be. The functionaires of every government have propensities to command at will the liberty and property of their constitutients. There is no safe deposit for these but with the people themselves. Nor can they be safe with them without information."[3]

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[1]Franklin D. Roosevelt, (A Message to Congress), The Boston Herald, January 7, 1937, p. 3.

[2]Franklin D. Roosevelt, loc. cit.

[3]Paul L. Ford, The Writings of Thomas Jefferson, p. 4, Vol. X.

Economic Democracy: President Washington, do you believe a government should act as a regulating influence when the public interest is in jeopardy?

George Washington: "It is indeed little else than a name where the government is too feeble to withstand the enterprise of faction to confine each member of the society within the limits prescribed by the laws, and to maintain all in the secure and tranquil enjoyment of the rights of person and property."[1]

Economic Democracy: Do you believe we should expect every citizen to have a liberal education in Democracy?

George Washington: "In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened..... Promote then, as an object of primary importance, institutions for the general diffusion of knowledge."[2]

Economic Democracy: This, gentlemen, concludes our Round Table discussion. I deeply appreciate your varied statements on Economic Democracy and may they prove as significant to others as they have to me. My courage is renewed, my cares seem lighter, and now following the guiding spirit of the Almighty, let us march against the inequalities in the world of work.

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[1] J. N. Larned, The New Larned History, p. 3679, Vol. X, (Washington's Farewell Address).

[2] J. N. Larned, loc. cit.

# PART I

# ECONOMICS IN THE HIGH SCHOOL

# CHAPTER I

## INTRODUCTION TO THE PROBLEM

### Timeliness of the Study

We have lived to see nations plunged into economic despair; we have lived to see governments overturned by a lack of economic understanding; we have lived through the worst depression our country has known; yet with thin ice ahead, what are we doing to avert a fate similar to Germany, Italy, or Russia? The oracle of the "vested interests" sneers and replies that it can't happen here while the economic moron echoes back the same refrain. However, he is willing to admit that our national debt is now over thirty-five billion dollars, and that our national income fell from approximately eighty billion dollars in 1929 to thirty-nine billion dollars in 1932. From these figures alone, it is apparent, our country has faced a very serious economic crisis while Mr. Average Citizen talked about inflation as though it were something that he might expect to find on his breakfast table some fine morning. People admit that our government would be on a much safer basis if the budget were balanced, but they want to be delivered from any more taxes. What is needed to help our country out of its economic dilemma? In my judgment one of the greatest needs is to develop an enlightened public opinion, even at the expense of a few headaches, because a Democracy more interested in the Irish Sweepstakes than in the social security act can not hope to work out its economic salvation. We laugh at the ignorance

based on the principles of economic democracy.

First, a general survey is made of the rise of the social science subjects in various parts of the United States noting particularly the subject of economics. Second, a study is made of the status and present trend of Economics as taught in the senior high schools of Massachusetts. Third, the text books are examined to ascertain how fully they meet the demands of economic democracy. Fourth, a tentative judgment is set forth concerning the apparent needs that exist in the present teaching of economics. Fifth, a suggested functional course of study is developed from objectives built around some of the shortages of our present system. These objectives include current topics that do not occur in economic text books, but materials are suggested where a pupil may locate the desired information. Sample units are worked out on current economic issues; the results of classroom experiments are summarized; the reaction of pupils to certain written questions are quoted; the influence of class discussions are reported, and other sailent points are raised which are of vital concern to a teacher. The whole approach involves a fundamental shift in the method of presentation now in practice. The course is designed to give a knowledge, understanding and appreciation of economic problems as they effect our democracy. It should serve as a background for any twelfth grade pupil of average ability by acquainting him with the many economic problems created by a changing society.

of the African negro who believes in the witch doctor, yet we expect some great spirit to work out our economic future without any cooperation on our part. There is something to be said for the native of Africa because he realizes his plight, but we as a people are still more concerned with what Mae West has to insinuate than the "Laissez Faire" policy and all it connotes. We must gain the understanding necessary to follow the economic doctor as he studies the symptoms and diagnosis the ills of Economic Democracy or subject ourselves to the deception of the economic witch doctors who are abroad in the world today. Such an understanding demands a knowledge in the field of economics, and for our youth can this be gained in the senior high school? Do our public high schools offer an opportunity for students to take a course in economics which deals with contemporary problems? Are any appreciable number of pupils studying the subject? One thing is certain, we need something vivid to surplant the interest of Mary Astor's diary; it will take a potent force to undermine the place of wild cocktail parties in American life, but in the measure that we can substitute an interest in "soil erosion for soul erosion", we shall move toward Economic Democracy.

## Purpose of this Study

The subject of economics has appeared in the senior high school program of studies for more than twenty years and this thesis is an endeavor to evaluate the status and present trend of economics as taught in the senior high school, then in light of the findings, develop a functional course of study

## CHAPTER II

## THE PRESENT STATUS AND TREND OF ECONOMICS IN THE UNITED STATES

The purpose in this chapter is to present an overview of economics in this country: (1) through a brief analysis of the social studies field; (2) by a comparative study of economics in the various states.

### The Rise of the Social Studies

In making this investigation of the social studies, the author is indebted to Mr. Carl A. Jessen, Senior Specialist in Secondary Education, Office of Education, Washington, D. C. who furnished data for certain tabulations.

The comparisons made from 1910 to 1928 appear in the Biennial Survey of Education, 1926-28, Department of the Interior, Office of Education, Washington, D. C., while the figures for 1933-34 will appear in the current April and May issues of School Life.

From 1910 to 1915 history and civil government were the only courses reported in the social studies field. During this period of time 55 per cent of the pupils were enrolled in some branch of history; however, only 15 per cent elected civil government.

It might be noted that as late as 1922 more pupils were registered in ancient history than in American history. In this same year economics and sociology were reported by the various high schools for the first time.

Beginning in 1928 certain tendencies became apparent in the social studies. The number of pupils registered in the various branches of history decreases with the exception of American history. Economics and sociology show a slight increase in popularity in 1928 while problems of democracy, world history, and community civics are listed for the first time.

The social studies field displays a noticeable expansion between 1928 and 1934. American history still maintains its lead over the other subjects but it is pressed for leadership by problems of democracy. World history has made a significant gain in this period of time at the expense of foreign courses in history. Civil government has apparently lost ground through the fact that it has been fused with certain other subjects as community civics. Substantial increases are shown in both sociology and economics. During the six-year period the offerings in these subjects have increased 19 per cent and 27 per cent, respectively; furthermore, the percentages in registration have increased from 45 in sociology to 51 in economics.

The most important increase in any subject listed in 1934 was in problems of democracy. This course was first reported in 1928 and at that time only one pupil in every 100 enrolled elected the subject. In 1934 registrations had grown so that 10 out of every 100 pupils was matriculating in problems of democracy.

It is apparent that certain courses have been developed in the social studies which have attracted a large percentage of our high school students. Economics has practically maintained its position during the last six years; however, it must be remembered that the high school registration increased 53 per cent from 1927 to 1934.

A summary of the percentage of pupils electing certain social studies is shown in Table I.

TABLE I. PER CENT OF PUPILS IN CERTAIN SOCIAL STUDIES, 1910 TO 1934

| Subject | Per cent of Total Enrollment | | | |
|---|---|---|---|---|
| | 1910 | 1922 | 1928 | 1934 |
| Civil Government | 15.0 | 19.0 | 6.6 | 4.6 |
| Community Civics | .... | .... | 13.4 | 8.9 |
| Sociology | .... | 2.4 | 2.7 | 2.1 |
| Economics | .... | 4.8 | 5.1 | 4.1 |
| Problems of Democracy | .... | .... | 1.1 | 10.0 |

## Social Studies in Various Curriculums

The results in Table II reveal that economics and civics are offered most frequently among the social studies. All of the subjects listed show a decline over the six-year period with the exception of problems of democracy. Economics is offered in all of the curriculums; however, the decline from 1924 to 1930 is greatest in the college preparatory group. The commercial curriculum includes economics more often than the general curriculum.

The data obtained in Table II represents a group of 152 odd cities with an average population of 5,364 in 1925 as

compared with 9,670 in 1930. These communities were selected from all parts of the United States and typify the location of high schools of medium size. The towns in this group show a normal growth over the period of time represented and thus the changes shown may be considered normal for this type of city.

TABLE II. THE PERCENTAGE OF SCHOOLS IN CERTAIN CITIES OFFERING SOCIAL STUDIES IN VARIOUS CURRICULUMS*

| Subject | College | | Commercial | | General | |
|---|---|---|---|---|---|---|
| | 1924-25 (172)** | 1930-31 (158)** | 1924-25 (90)** | 1930-31 (106)** | 1924-25 (57)** | 1930-31 (69)** |
| Problems of democracy | 16.3 | 33.6 | 21.1 | 31.1 | 24.5 | 32.0 |
| Civics | 76.7 | 53.2 | 65.6 | 58.5 | 66.7 | 62.3 |
| Community civics | .... | 10.7 | 32.3 | 14.2 | 35.1 | 17.3 |
| Economics | 51.2 | 43.1 | 54.4 | 51.9 | 52.6 | 49.2 |
| Sociology | 25.6 | 20.3 | 15.6 | 19.1 | 31.6 | 16.0 |
| Vocations | .... | .... | .... | 9.5 | .... | .... |
| Social studies | .... | 11.4 | .... | 13.2 | .... | .... |

**Indicates number of curriculums represented.
*Based on Table 53, National Survey of Education, Bulletin number 17, Monograph number 19.

## Courses in Social Studies in 43 Cities

The courses offered in social studies in 43 representative cities in various geographical sections are listed in Table III. There seems to be a rather well defined pattern in the offerings among these senior high schools. Courses in world history appear in grade 10, United States or American history with civics in grade 11, and one semester courses in economics, sociology, or advanced civics in grade 12. The large number of courses listed by the different cities indicates the lack of uniformity in the organization of the social studies

program. It should be kept in mind that this survey was made several years ago; nevertheless, there is in the author's judgment little evidence to suggest that the social studies field has been definitely defined and organized since this investigation.

TABLE III. COURSES IN SOCIAL STUDIES IN SENIOR HIGH SCHOOLS IN 43 CITIES*

| Subjects offered | Grades | | | | | |
|---|---|---|---|---|---|---|
| | 10 | | 11 | | 12 | |
| | Semesters | | | | | |
| | 1st | 2nd | 1st | 2nd | 1st | 2nd |
| Current history | 0 | 0 | 1 | 1 | 3 | 1 |
| International problems | 0 | 0 | 0 | 0 | 3 | 0 |
| Problems of democracy | 0 | 0 | 2 | 1 | 8 | 7 |
| Economics | 0 | 0 | 5 | 1 | 19 | 5 |
| Economic problems | 0 | 0 | 0 | 0 | 1 | 0 |
| Sociology | 0 | 0 | 2 | 2 | 12 | 0 |
| Social problems | 0 | 0 | 1 | 0 | 5 | 0 |
| Citizenship | 1 | 1 | 0 | 0 | 0 | 0 |
| American government | 0 | 0 | 6 | 4 | 10 | 2 |
| Occupations | 1 | 0 | 0 | 0 | 2 | 1 |
| Geography | 3 | 3 | 1 | 1 | 2 | 0 |
| World history | 25 | 25 | 0 | 0 | 0 | 0 |
| Early European history | 6 | 6 | 0 | 0 | 0 | 0 |
| Modern European history | 6 | 6 | 14 | 13 | 0 | 0 |
| Mediaeval and modern history | 1 | 1 | 0 | 0 | 0 | 0 |
| English history | 2 | 2 | 4 | 2 | 1 | 0 |
| American history | 4 | 5 | 16 | 14 | 13 | 11 |
| American history and civics | 0 | 0 | 4 | 4 | 2 | 2 |
| Ancient history | 0 | 0 | 0 | 0 | 2 | 1 |
| State history | 0 | 0 | 0 | 0 | 2 | 2 |
| Industrial history | 0 | 0 | 1 | 0 | 0 | 0 |
| Latin American history | 0 | 0 | 1 | 0 | 2 | 0 |
| Pan-Pacific history | 0 | 0 | 0 | 0 | 3 | 0 |
| History of South America | 0 | 0 | 1 | 0 | 0 | 0 |
| History of art | 0 | 0 | 0 | 0 | 1 | 0 |

*Based on Table 4, National Survey of Education, Bulletin number 17, Monograph number 21.

## The Time Allotted to Certain Social Studies

The comparative percentages in Table IV express the

average and range of the school time devoted to certain social studies in 1923-24 and 1930-31. These datawere obtained from the heads of departments in 14 large cities in various geographical sections of the United States. A marked decline is noted in the time devoted to special fields of history, while American history, world history, citizenship, and economics all show an increase. The difference in the range of time alloted to all subjects indicates that there is little agreement as to the relative importance of the various courses among the high schools included in this survey.

TABLE IV. THE AVERAGE AND RANGE IN PERCENTAGES OF TIME DEVOTED TO CERTAIN SOCIAL STUDIES, 1923-24 AND 1930-31*

| Subject | Average | | Range | |
|---|---|---|---|---|
| | 1923-24 | 1930-31 | 1923-24 | 1930-31 |
| Ancient history | 23.1 | 8.2 | 0-42.0 | 0-35.5 |
| Modern history | 11.3 | 9.3 | 0-40.5 | 0-42.8 |
| World history | 6.3 | 12.6 | 0-38.9 | 0-44.6 |
| American history | 17.2 | 21.3 | 1-33.1 | 2-39.3 |
| Citizenship | 16.0 | 19.6 | 0-41.6 | 6-50.2 |
| Vocations | 4.4 | 2.1 | 0-25.5 | 0- 8.6 |
| Economics | 3.9 | 5.4 | 0- 8.8 | 0-15.4 |
| Sociology | 3.1 | 1.7 | 0-14.2 | 0- 6.7 |
| Government | 1.3 | 1.9 | 0-17.3 | 0-19.1 |
| Mediaeval history | 10.0 | 4.8 | 0-30.5 | 0-21.7 |
| English history | 1.3 | .4 | 0- 7.5 | 0- 3.6 |
| Industrial history | 1.4 | .6 | 0-11.8 | 0- 6.4 |

*Adapted from Table 67, National Survey of Secondary Education, Bulletin number 17, Monograph number 19.

Courses Offered Before and After Curriculum Revision

This phase of the study includes 39 high schools in cities that vary in size and location. The reported revisions in Table V are based on changes that actually occurred within

the same schools over a period of five years. It is interesting to note the general increase in the total number of courses listed. Economics, problems of democracy, and social studies all gain as a result of the revision. Finally, problems of democracy and economics are both offered in the twelfth grade.

TABLE V. THE NUMBER OF SCHOOLS OFFERING CERTAIN SOCIAL STUDIES, BEFORE AND AFTER REVISION*

| Subject | Before revision | | | | After revision | | | |
|---|---|---|---|---|---|---|---|---|
| | Grades | | | | Grades | | | |
| | 9 | 10 | 11 | 12 | 9 | 10 | 11 | 12 |
| Social studies | 10 | 2 | 1 | 2 | 20 | 7 | 1 | 3 |
| Civics | 7 | 1 | 8 | 8 | 1 | 2 | 2 | 10 |
| Other civics | 12 | 5 | 3 | 0 | 10 | 4 | 2 | 1 |
| Social problems | 0 | 0 | 0 | 0 | 5 | 4 | 1 | 6 |
| Problems of democracy | 1 | 1 | 2 | 15 | 2 | 2 | 3 | 15 |
| Geography | 2 | 0 | 1 | 0 | 1 | 0 | 1 | 2 |
| Economics | 0 | 6 | 4 | 21 | 2 | 6 | 5 | 23 |
| Sociology | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 7 |
| International relations | 0 | 2 | 0 | 1 | 0 | 1 | 3 | 3 |
| American history | 0 | 2 | 19 | 16 | 0 | 2 | 21 | 10 |
| Ancient history | 7 | 4 | 1 | 0 | 6 | 7 | 3 | 2 |
| Modern history | 0 | 9 | 11 | 1 | 0 | 6 | 9 | 4 |
| World history | 2 | 12 | 2 | 0 | 6 | 15 | 0 | 0 |
| European history | 1 | 11 | 1 | 0 | 1 | 6 | 0 | 0 |
| Industrial history | 0 | 2 | 0 | 0 | 0 | 4 | 0 | 0 |
| History | 1 | 3 | 1 | 2 | 1 | 2 | 3 | 0 |
| Mediaeval history | 1 | 2 | 1 | 0 | 0 | 2 | 1 | 0 |
| Other histories | 4 | 3 | 1 | 2 | 7 | 4 | 1 | 2 |

*Adapted from Table 72, National Survey of Secondary Education, Bulletin number 17, Monograph number 19.

Public High Schools Offering Economics in 1927-28 and 1933-34

The trend in the number of high schools offering economics is set forth in Table VI. The data for this table as well as Table VII were obtained through Mr. Carl A. Jessen, Senior Specialist in Secondary Education, Office of Education,

Washington, C. D. These same figures will be included in the May issue of School Life, and later they will be published in the Biennial Survey of Education, Department of the Interior, Office of Education, Washington, D. C.

Several factors should be considered in evaluating the information for this six-year period. First, the total number of schools includes both the junior and senior high schools; nevertheless, economics is generally listed in the twelfth grade of the secondary school. Notwithstanding this fact, 35.2 per cent of the total number of schools offered the subject in 1933-34. This is an increase of 1.5 per cent over the total number of schools reporting economics in 1927-28. Another point which should be kept in mind, is that the same value is arbitrarily given to all schools irrespective of their size; consequently, little can be ascertained regarding the trend among high schools of various sizes. Taken as a whole the number of high schools increased 8.2 per cent during this six-year period, while the number offering economics increased 7.8 per cent.

Over 50 per cent of the high schools in Iowa, Wisconsin, Illinois, Michigan, Indiana, South Dakota, New Hampshire, New Jersey, Arizona, Mississippi, and Idaho listed economics in 1933-34. This would seem to indicate that economics appears more frequently in the curriculum through the Middle West.

New Hampshire leads the New England states with

TABLE VI. THE NUMBER OF PUBLIC HIGH SCHOOLS OFFERING ECONOMICS IN 1927-28 AND 1933-34

| State | Total Schools 1927-28 | Schools Offering Economics | Total Schools 1933-34 | Schools Offering Economics |
|---|---|---|---|---|
| TOTAL UNITED STATES... | 14,725 | 4,970 | 17,879 | 6,302 |
| Alabama..... | 189 | 57 | 274 | 25 |
| Arizona..... | 46 | 22 | 55 | 31 |
| Arkansas..... | 235 | 69 | 295 | 02 |
| California..... | 385 | 169 | 465 | 194 |
| Colorado..... | 169 | 54 | 217 | 88 |
| Connecticut..... | 89 | 32 | 98 | 44 |
| Delaware..... | 20 | 9 | 26 | 7 |
| District of Columbia.. | 16 | 5 | 24 | 7 |
| Florida..... | 153 | 29 | 176 | 41 |
| Georgia..... | 226 | 23 | 283 | 65 |
| Idaho..... | 140 | 83 | 138 | 84 |
| Illinois..... | 801 | 418 | 892 | 539 |
| Indiana..... | 617 | 318 | 649 | 333 |
| Iowa..... | 701 | 459 | 961 | 586 |
| Kansas..... | 574 | 212 | 565 | 227 |
| Kentucky..... | 401 | 88 | 480 | 110 |
| Louisiana..... | 209 | 11 | 237 | 10 |
| Maine..... | 168 | 23 | 164 | 36 |
| Maryland..... | 138 | 14 | 199 | 13 |
| Massachusetts..... | 283 | 90 | 458 | 121 |
| Michigan..... | 556 | 255 | 606 | 316 |
| Minnesota..... | 473 | 95 | 545 | 109 |
| Mississippi..... | 260 | 129 | 287 | 155 |
| Missouri..... | 675 | 84 | 592 | 70 |
| Montana..... | 158 | 92 | 162 | 87 |
| Nebraska..... | 429 | 97 | 504 | 135 |
| Nevada..... | 22 | 3 | 26 | 7 |
| New Hampshire..... | 112 | 37 | 104 | 53 |
| New Jersey..... | 172 | 78 | 212 | 118 |
| New Mexico..... | 78 | 19 | 105 | 44 |
| New York..... | 712 | 182 | 784 | 217 |
| North Carolina..... | 471 | 23 | 451 | 50 |
| North Dakota..... | 324 | 77 | 487 | 64 |
| Ohio..... | 824 | 287 | 1,235 | 369 |
| Oklahoma..... | 417 | 149 | 615 | 109 |
| Oregon..... | 196 | 80 | 225 | 103 |
| Pennsylvania..... | 864 | 195 | 998 | 161 |
| Rhode Island..... | 18 | 5 | 37 | 10 |
| South Carolina..... | 121 | 28 | 185 | 71 |
| South Dakota..... | 252 | 150 | 258 | 174 |
| Tennessee..... | 288 | 67 | 366 | 171 |
| Texas..... | 463 | 168 | 798 | 372 |
| Utah..... | 53 | 22 | 89 | 40 |
| Vermont..... | 69 | 14 | 77 | 23 |
| Virginia..... | 265 | 19 | 363 | 44 |
| Washington..... | 262 | 114 | 309 | 146 |
| West Virginia..... | 202 | 64 | 257 | 125 |
| Wisconsin..... | 360 | 226 | 492 | 286 |
| Wyoming..... | 69 | 21 | 74 | 30 |

48.3 per cent of its high schools offering economics, while Massachusetts with 23.2 per cent ranks fifth.

Pupils Enrolled in Economics in 1927-28 and 1933-34

The number of boys and girls studying economics in 1927-28 and 1933-34 is indicated in Table VII. To furnish additional information for comparative purposes, the percentage of pupils in each state registered in the subject is computed. An increase of 53.6 per cent is shown in the enrollment of the high school for this six-year period. It should be explained that these tabulations are for the last four years of the high school. During this same interval of time, the registrations in economics increased from 147,035 to 221,496. Although this is a significant growth, the percentage of pupils electing economics declined from 5.1 per cent in 1927-28 to 4.1 per cent in 1933-34.

The Western states have more pupils registered in economics than any other one section of the country. This is evidenced by the fact that Iowa, Arizona, Idaho, Montana, Nevada, New Mexico, South Dakota, and Utah, are all included among the thirteen states where at least 6.0 per cent of the total number of pupils are enrolled in economics. Another interesting fact is that these states are not industrial centers but sparsely settled agricultural communities.

The most significant decline shown in this table is in the state of New York. The percentage of students enrolled in economics decreased from 6.8 per cent in 1927-28

TABLE VII. THE NUMBER OF BOYS AND GIRLS PURSUING ECONOMICS IN THE PUBLIC HIGH SCHOOLS, 1927-28 AND 1933-34

| State | 1927-28 | | | 1933-34 | | |
|---|---|---|---|---|---|---|
| | Total Number Pupils | Number Pupils Economics | Per cent | Total Number Pupils | Number Pupils Economics | Per cent |
| TOTAL UNITED STATES.. | 2,896,630 | 147,035 | 5.1 | 5,402,305 | 221,496 | 4.1 |
| Alabama..... | 31,205 | 1,225 | 3.9 | 66,317 | 743 | 1.1 |
| Arizona..... | 11,277 | 876 | 7.8 | 15,501 | 1,523 | 9.0 |
| Arkansas..... | 24,360 | 1,525 | 6.3 | 47,969 | 794 | 1.6 |
| California..... | 189,748 | 7,122 | 3.8 | 346,552 | 7,901 | 2.2 |
| Colorado..... | 32,948 | 1,472 | 4.5 | 58,870 | 2,078 | 3.8 |
| Connecticut..... | 35,664 | 1,077 | 3.0 | 77,206 | 3,355 | 4.3 |
| Delaware..... | 4,990 | 150 | 3.0 | 11,283 | 155 | 1.3 |
| District of Columbia. | 13,836 | 443 | 3.2 | 30,673 | 573 | 1.8 |
| Florida..... | 30,216 | 693 | 2.3 | 56,446 | 1,490 | 2.6 |
| Georgia..... | 30,536 | 520 | 1.7 | 46,187 | 1,595 | 3.4 |
| Idaho..... | 18,872 | 1,481 | 7.8 | 37,578 | 2,517 | 9.5 |
| Illinois..... | 194,347 | 9,258 | 4.8 | 339,691 | 18,943 | 5.3 |
| Indiana..... | 101,522 | 6,766 | 6.7 | 173,438 | 11,349 | 6.5 |
| Iowa..... | 81,348 | 11,140 | 13.7 | 146,787 | 17,338 | 11.8 |
| Kansas..... | 70,789 | 3,354 | 4.7 | 105,204 | 5,130 | 4.8 |
| Kentucky..... | 34,214 | 1,491 | 4.4 | 68,925 | 2,147 | 3.1 |
| Louisiana..... | 29,057 | 553 | 1.9 | 46,505 | 579 | 1.2 |
| Maine..... | 19,694 | 768 | 3.9 | 31,009 | 1,339 | 4.3 |
| Maryland..... | 27,882 | 553 | 2.0 | 70,818 | 684 | 0.8 |
| Massachusetts..... | 118,662 | 4,058 | 3.4 | 246,046 | 7,659 | 3.1 |
| Michigan..... | 123,259 | 6,540 | 5.3 | 254,227 | 14,856 | 5.8 |
| Minnesota..... | 79,639 | 3,717 | 4.7 | 147,314 | 5,821 | 3.9 |
| Mississippi..... | 19,735 | 1,878 | 9.5 | 30,935 | 2,885 | 9.3 |
| Missouri..... | 82,069 | 2,319 | 2.8 | 111,774 | 3,593 | 3.2 |
| Montana..... | 17,843 | 1,497 | 8.4 | 26,773 | 1,900 | 7.1 |
| Nebraska..... | 47,652 | 2,440 | 5.1 | 69,909 | 3,234 | 4.6 |
| Nevada..... | 1,914 | 27 | 1.4 | 2,722 | 217 | 7.0 |
| New Hampshire..... | 13,368 | 967 | 7.2 | 24,538 | 2,136 | 8.7 |
| New Jersey..... | 91,362 | 3,661 | 4.0 | 203,086 | 9,669 | 4.7 |
| New Mexico..... | 7,613 | 271 | 3.6 | 14,028 | 921 | 6.5 |
| New York..... | 363,470 | 24,750 | 6.8 | 531,134 | 7,176 | 1.4 |
| North Carolina..... | 55,734 | 526 | 0.9 | 89,625 | 1,562 | 1.7 |
| North Dakota..... | 17,048 | 1,215 | 7.1 | 33,734 | 1,664 | 4.9 |
| Ohio..... | 176,720 | 7,835 | 4.4 | 412,074 | 16,187 | 3.9 |
| Oklahoma..... | 49,845 | 2,697 | 5.4 | 103,643 | 2,302 | 2.2 |
| Oregon..... | 33,503 | 1,389 | 4.1 | 50,635 | 2,582 | 5.1 |
| Pennsylvania..... | 214,308 | 9,911 | 4.6 | 494,715 | 11,311 | 2.3 |
| Rhode Island..... | 12,799 | 325 | 2.5 | 36,424 | 638 | 1.8 |
| South Carolina..... | 14,377 | 575 | 4.0 | 31,742 | 1,449 | 4.5 |
| South Dakota..... | 21,399 | 1,289 | 9.3 | 32,447 | 3,568 | 10.9 |
| Tennessee..... | 30,609 | 1,397 | 4.5 | 62,090 | 3,729 | 6.0 |
| Texas..... | 88,820 | 4,731 | 5.3 | 193,716 | 9,516 | 4.9 |
| Utah..... | 15,269 | 1,131 | 7.4 | 39,686 | 3,194 | 8.0 |
| Vermont..... | 5,667 | 180 | 3.2 | 13,852 | 546 | 3.9 |
| Virginia..... | 39,504 | 460 | 1.2 | 81,417 | 1,390 | 1.7 |
| Washington..... | 59,833 | 2,964 | 5.0 | 106,915 | 5,707 | 5.3 |
| West Virginia..... | 27,689 | 1,895 | 6.8 | 71,255 | 4,388 | 6.2 |
| Wisconsin..... | 76,618 | 4,897 | 6.4 | 148,223 | 8,307 | 5.6 |
| Wyoming..... | 7,747 | 326 | 4.2 | 13,722 | 626 | 4.6 |

to 1.4 per cent in 1933-34. This represents a decrease in pupil enrollment of 17,574; however, in this same six-year interval the registrations in problems of democracy increased 25,355. The substantial increase of the enrollment in problems of democracy in Pennsylvania, Iowa, Massachusetts, California, Ohio, Texas, and Oklahoma, may well account for the decrease in the percentage of pupils studying economics. It is evident that if economics and problems of democracy are offered in the twelfth grade, most pupils will have to choose between them. From what has been stated elsewhere, it would seem reasonable to assume that problems of democracy has curtailed the expansion of economics in spite of the possible effect of the depression. Do more boys or girls study the subject? No data are available at this time for 1933-34; nevertheless, according to the Biennial Survey of Education for 1926-28, 53.3 per cent of the pupils registered in economics were girls.

In Table VI it is indicated that approximately one-third of the total number of high schools offer economics, while Table VII shows that relatively few pupils avail themselves of the opportunity to study economics in the secondary school.

Economics has been in the curriculum for over twenty years but it has never included more than 5.1 per cent of the total number of students.

## Courses of Study

The National Survey of Secondary Education examined fifteen courses of study and in all but one case they were planned for one semester courses. Some attempt was made to organize the work by units; however, the textbook was apparently the basis for the organization and selection of material. In certain cases chapter headings in textbooks were used as titles of units. There was also evidence that the outline and major topics were only slightly changed in building the divisions in the course of study.

> "The selection and organization of content in eight courses is primarily in terms of theories of economics, with illustrative materials; the conventional major divisions of content found in advanced texts in economic theory are frequently used. Five courses are developed, in part, in terms of economic institutions, with a certain amount of theory included in the general plan of organization. This plan, however, does not mean that the courses are based on the approach of the institutional school of economists; rather, the content is organized and developed mainly in terms of different economic institutions, like the bank, the factory, and the retail store. Selected problems in economics form the basis of organization in two courses.
>
> "Many committees seem to organize all materials for the study of economics about a few major phases, such as production, distribution, exchange, and consumption. In most courses, as indicated above, the approach is made through the study of laws and principles rather than the presentation of content, in order to provide pupils with an experiential background for the later inductive consideration of principles. The courses organized on the basis of problems seem to imply more concrete content, but the problems are apparently oversimplified in statement and are presented frequently without adequate regard to their setting in economic situations.
>
> "Although certain similarities exist in the major divisions of content and in certain aspects of the more formal presentation of principles, marked variations are found in the relative emphasis given to different types of content. The relation of governmental functions and policies to economics are stressed in a rather formal way in

three courses, but little attention seems to be given in most courses to differences between public and private enterprises. One course deals systematically with attempts at governmental regulation and control of economic endeavor with a view to the protection of the public interest; a unit on the "Social Control of Resources and Utilities" is included in another course. Apparently laissez faire policies are subscribed to directly or indirectly in most courses. Proposals for economic reform are treated in a reasonably adequate way in five courses, but the increasing interest in social economics and the consumption needs and wants of people find little place in any of the courses. One course includes investments as a major topic; thrift and international trade and foreign exchange are major topics or units in two courses.

"Special fields of study, such as marketing, price problems, and taxation, find a place in a few courses only. The relationships between the more formal content and modern business organization receive little attention, and the few available texts which stress business organization and are suitable for use by high-school pupils are seldom found in the lists of references. While these relationships are only infrequently presented in an adequate manner in volumes intended for more advanced students, this omission seems worthy of mention in a subject at the high-school level which is emphasized because of its "practical" character.

"Little or no attention seems to be directed to observational studies of economic institutions and activities in the local community. Family expenditures, municipal finance, local labor unions, the organization and operation of banks, forms of business organization, the financing of local public improvements, prices and wages in the local community, are some of the first-hand studies which may be made, but which are seldom mentioned in the courses of study examined.

"If one of the major purposes of instruction in economics, as mentioned in the lists of objectives, is to provide a wide range of experiences in the economic aspects of daily life, then it would seem that this purpose is only indirectly approximated in the selection and organization of content in the courses examined. If the conception of economics as "a study of the activities of people working together in securing from their physical surroundings whatever they do secure" is accepted as a whole, or even in part, then the courses examined seem to belong to an earlier or older conception of the subject. In none of the social studies is the divergence between the formal study of content as a basis for the development and application of theory and the practical study of activities in which men engage more evident. If the lists

of objectives, most of which are practical and utilitarian in character, are accepted, then the selection and organization of content seems to be focused largely on problems incompatible with the objectives.

"Another criterion which might be applied is the extent to which answers to questions which are likely to be asked by intelligent pupils can be found in courses in economics. A third is the extent to which the topics included in courses of study are in agreement with those found in check lists of periodical literature. Many objections may be advanced against the application of either or both of these criteria. Nevertheless, their rigorous application, with due recognition of their limitations, to the available courses of study would doubtless yield illuminating results."[1]

The National Survey of Education was made in 1932; consequently, the author examined some of the more recent courses of study listed by the Office of Education in Washington, D. C., to ascertain if any noticeable reorganization has occurred within the past few years. Three new courses of study were available in the field of senior high school economics. The syllabus written for Jersey City set up general objectives which indicated a functional approach; unfortunately the suggested units of work were all based on traditional textbook topics. Other courses which were inspected did not include the problems which have been facing the country since 1929. Do the authorities and teachers feel that the study of live, present-day problems endangers their status and invites criticism? If so, are the schools justified in omitting contemporary topics from the class discussions? Is economics a definite science which cannot be revised in light of current

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[1]National Survey of Secondary Education, Bulletin number 17, Monograph number 21, pp. 56-59.

events? Can a functional course of study be developed in senior high school economics? These and many more questions must be answered by the teachers and authorities in this subject.

When the available courses of study are considered from the standpoint of contemporary life, their limitations constitute a challenge to all competent teachers and leaders in the field, who have always been humble in their claims and efforts, despite the frequently inflated claims made for the social studies by educators less familiar with the basic problems.

## CHAPTER III

## THE STATUS AND TREND OF ECONOMICS IN THE SENIOR HIGH SCHOOLS OF MASSACHUSETTS

The purpose of this survey is to ascertain to what extent the senior high schools in Massachusetts are providing instruction in economics. In all fairness, it must be pointed out that a recognition for the need of the subject may be precluded in certain schools because of the cost of introducing a new course into the program of studies.

The analysis in this chapter was augmented by an unpublished study, The Status of Economics in the Senior High Schools of Massachusetts, by Miss Ellen Fitzpatrick who made an investigation in this subject from 1924-25 to 1934-35.

Most of the tables were compiled from original biennial reports submitted by the senior high school principals to the Supervisor of Secondary Education in the Department of Education. The enrollment of the senior high school was calculated from the superintendents' reports available in the Department of Documents and Statistics, except for the year 1936-37 when the number of pupils was estimated from the principals' biennial reports. The additional information on the courses of study and the place of economics in the various curriculums was received by Miss Fitzpatrick through direct communication with the high school principals.

For this analysis, data on the teaching of economics are given from 1924 to 1937. This enables the reader to com-

pare the status of economics before the depression and since. To present any figures prior to 1924 was deemed unnecessary in light of the fact that this is a study of the present trend and status of the subject in Massachusetts.

The Number of Senior High Schools Offering Economics

The number of senior high schools in Massachusetts which listed economics in their biennial reports from 1924 to 1937 are summarized in Table VIII.

TABLE VIII. MASSACHUSETTS SENIOR HIGH SCHOOLS OFFERING ECONOMICS, 1924-25 TO 1936-37

| Year | No. of Senior High Schools | No. Offering Economics | Per cent of Total |
|---|---|---|---|
| 1924-25 | 251 | 83 | 33.0 |
| 1926-27 | 254 | 91 | 35.8 |
| 1928-29 | 253 | 105 | 41.5 |
| 1930-31 | 251 | 99 | 39.0 |
| 1932-33 | 250 | 114 | 45.6 |
| 1934-35 | 252 | 132 | 52.4 |
| 1936-37 | 258 | 175 | 67.7 |

Four conclusions might be drawn from these figures. (1) The number of high schools offering economics increased from 33.0 per cent of the total number of senior high schools in 1924-25 to 67.4 per cent in 1936-37. (2) The only year showing a decrease was the first year of the depression, 1930-31. (3) The greatest increase in the number of senior high schools teaching economics was in the year 1936-37. (4) An increase of 6.0 per cent is shown in the schools offering the subject from 1924 to 1930 while from 1930 to 1936 an increase of 28.4 per cent is noted. This indicates clearly the trend before the depression and since.

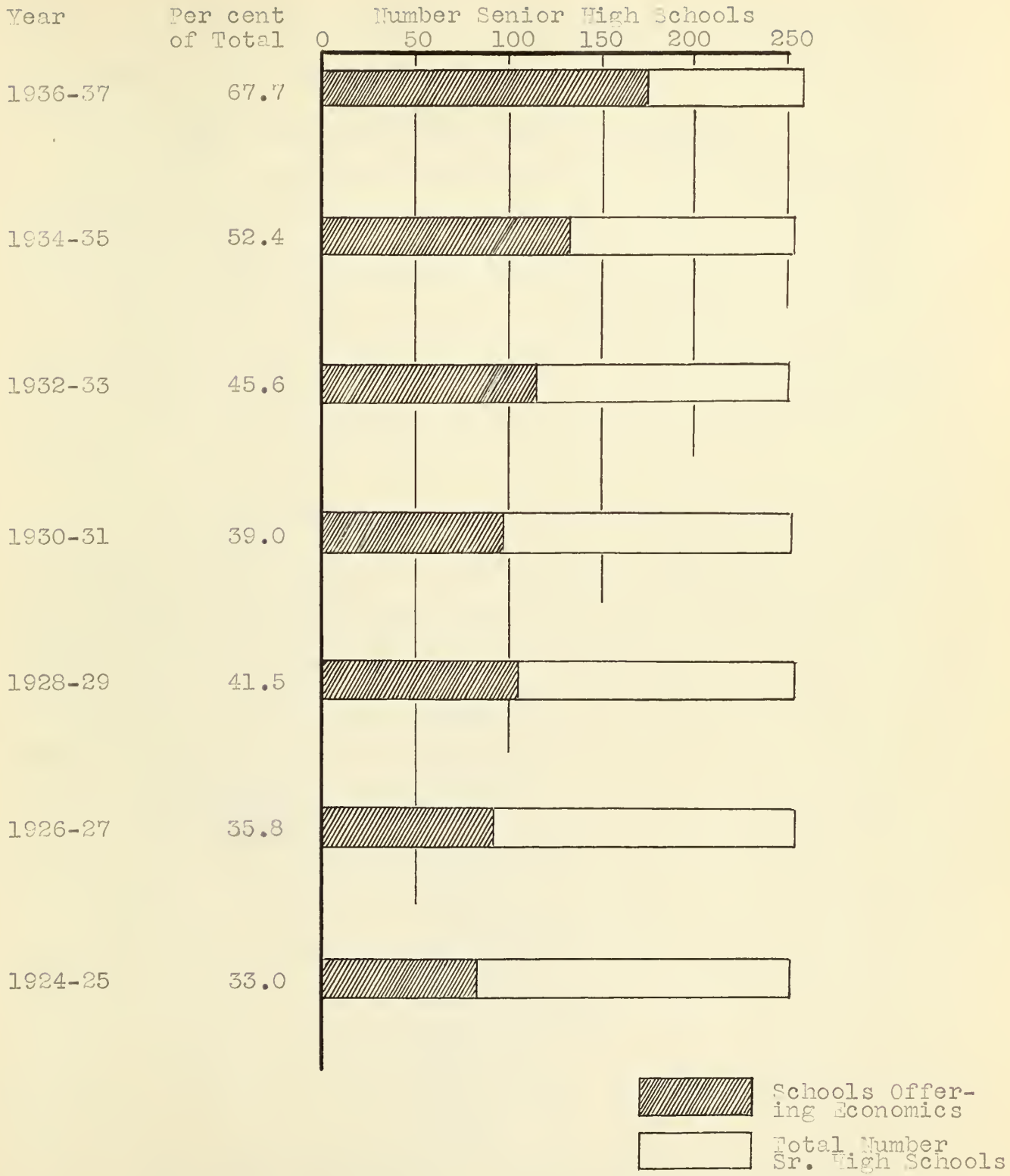



FIG. 1.-SENIOR HIGH SCHOOLS IN MASSACHUSETTS OFFERING ECONOMICS, 1924-25 TO 1936-37 *

* Numerical data in Table VIII.

On page 41, Figure 1, the statistics in Table VIII are presented in graphic form.

The Cities and Towns Teaching Economics

The geographical location of the cities and towns offering economics in 1936-37 are shown in Chart 1. All the cities and towns where it is taught are underlined in black. The eastern part of Massachusetts seems to offer economics more frequently than the western part. It must be remembered, however, that the population is much greater along the sea-coast.

The eighteen cities with senior high schools of over 500 pupils that do not offer economics are underlined in red. They include both residential communities and industrial centers, as may be seen from the following list:

Amherst
Athol
Brockton
Clinton
Dedham
Easthampton
Haverhill
Lexington
Newton
Northampton
Plymouth
Reading
Turners Falls
Wakefield
Webster
Westfield
Winchester
Woburn

Do these cities offer another course which includes economic problems? It was found that twelve teach Problems of Democracy, and one, Commerce and Industry. In Brockton and

Newton over 425 pupils are enrolled in Problems of Democracy. This is significant when we consider the fact that none of the high schools offering economics have over 329 pupils enrolled in the subject. But the course, Problems in Democracy, does not necessarily include many economic questions. The study may emphasize political or social problems, depending on the instructor. Wakefield lists Commerce and Industry, and the name suggests a subject which would deal with economic problems. The other cities apparently make no provision for the teaching of social studies closely related to economics.

The cities which include economics in some of the senior high schools are underlined in blue. In Boston fourteen of the nineteen senior high schools teach economics while Worcester offers the subject in two of its four high schools. Worcester Classical writes that they plan to teach a course in economics beginning in September 1937.

The following table summarizes the high schools of various enrollments which teach economics. Three schools mention that they offer it only in alternate years; nevertheless these schools were included in their respective group in the table.

In Table IX, Group I includes all high schools with an enrollment of over 500 pupils, Group II, schools with 201 to 500 pupils, Group III, schools with 101 to 200 pupils, Group IV, schools with 51 to 100 pupils, Group V, schools with 50 pupils or less. The larger schools list economics more often than the smaller schools, however, a substantial percentage in all groups

teach economics.

TABLE IX. ECONOMICS OFFERED IN MASSACHUSETTS SENIOR HIGH SCHOOLS OF VARIOUS ENROLLMENTS, 1936-37

| Groups | No. of Senior High Schools | No. Offering Economics | Per cent of Total |
|---|---|---|---|
| TOTAL | 258 | 175 | 67.7 |
| Group I | 105 | 80 | 76.1 |
| Group II | 57 | 41 | 71.9 |
| Group III | 53 | 30 | 56.6 |
| Group IV | 32 | 18 | 56.2 |
| Group V | 11 | 6 | 54.5 |

Have our larger high schools always taught economics more frequently than those with smaller pupil enrollment? In Table X the senior high schools in the state are classified and compared according to size: Group I, schools with 500 or more pupils; Group II, schools with 201 to 500 pupils; Group III, schools with 101 to 200 pupils; Group IV, schools with 51 to 100 pupils; and Group V, schools with 50 pupils or less. The comparison shows the total number of high schools, the number offering economics, and the comparative percentage of increase in each group.

TABLE X. ECONOMICS COMPARED IN MASSACHUSETTS SENIOR HIGH SCHOOLS OF VARIOUS ENROLLMENTS, 1924-25 and 1934-35

| Groups | Total High School | | No. Offering Economics | | Comparative per cent of increase |
|---|---|---|---|---|---|
| | 1924-25 | 1934-35 | 1924-25 | 1934-35 | |
| TOTALS | 255 | 252 | 88 | 132 | 17.8 |
| Group I | 66 | 102 | 41 | 68 | 4.5 |
| Group II | 59 | 55 | 27 | 27 | 3.3 |
| Group III | 51 | 55 | 13 | 20 | 10.9 |
| Group IV | 47 | 30 | 4 | 15 | 41.5 |
| Group V | 32 | 10 | 3 | 2 | 10.7 |

All groups present more opportunity during the last

ten years. In the larger high schools, the proportion offering the subject is greater, but the percentage of those schools introducing the course within the ten year period is only 4.5 per cent; 41.5 per cent of the high schools in Group IV (51-100 pupils) have placed economics in their program of studies during the last decade. The figures in this table were adapted from a survey made by the Supervisor of Secondary Education in 1934-35. In Figure 3 on page 46 the table is presented in graphic form.

Pupils Studying Economics

To further the study of the status of economics in Massachusetts data on the number of pupils receiving instruction are given in Table XI. It records the total enrollment in economics for the seven biennial periods from 1924 to 1936 inclusive, and also gives the percentage of increase over the preceding period. Placed beside these data are similar figures on the enrollment of the senior high school, or grades ten, eleven, and twelve. The reason that only the upper grades of the senior high school were recorded in this study was to prevent the confusion which might arise in analyzing the social studies in the ninth grade of the junior high school.

It should be noted in Table XI that there is little correlation between the fluctuation in the economics enrollment and that in the senior high school. There was a marked increase in the percentage studying economics during the low point of the depression, however. Although the number of pupils studying economics has increased each year, the percent-

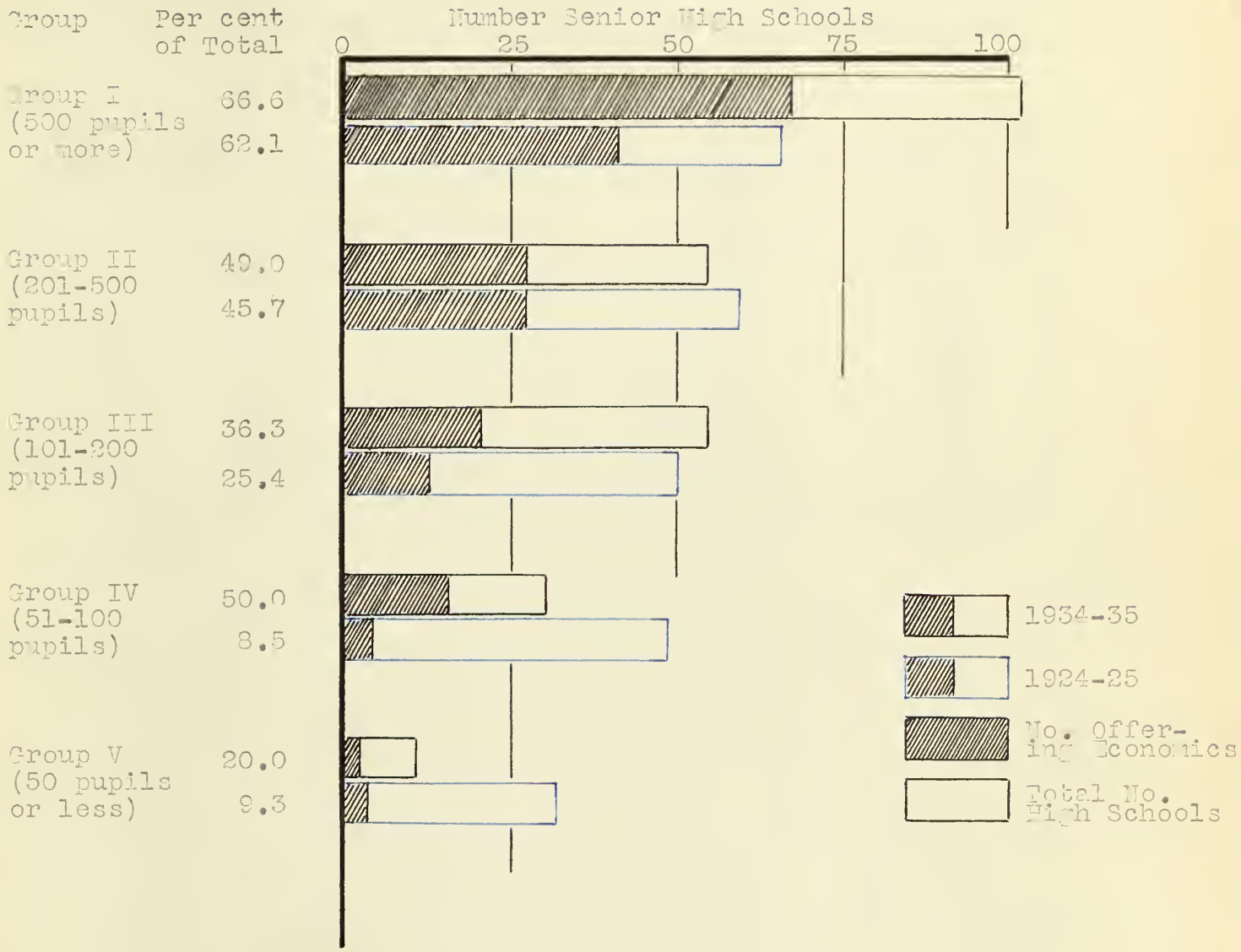



FIG. 2.-SENIOR HIGH SCHOOLS OF VARIOUS SIZES OFFERING ECONOMICS IN MASSACHUSETTS, 1924-25 AND 1934-35 *

* Adapted from data in Table X.

age of increase before the depression did not keep pace with the growth of the senior high school. There has been a marked increase in the number of pupils electing economics since 1930-31 and in this period the gain has been greater than that in the senior high school enrollment.

TABLE XI. NUMBER OF PUPILS ELECTING ECONOMICS COMPARED TO TOTAL SENIOR HIGH SCHOOL ENROLLMENT, 1924-25 to 1936-37

| Year | No. Pupils Economics | Per cent Increase | No. Pupils Sr. High School | Per cent Increase |
|---|---|---|---|---|
| 1924-25 | 3955 | 0.0 | 77,950 | 0.0 |
| 1926-27 | 4176 | 5.6 | 86,151 | 10.5 |
| 1928-29 | 4890 | 17.1 | 95,001 | 10.2 |
| 1930-31 | 5009 | 2.2 | 108,355 | 14.2 |
| 1932-33 | 7745 | 54.6 | 126,323 | 16.8 |
| 1934-35 | 8678 | 12.0 | 136,734 | 7.8 |
| 1936-37 | 11335 | 30.8 | 144,300* | 5.5 |

*Estimated from the original high school principals'reports for 1936-37.

To aid the reader in visualizing the number of pupils studying economics, Figure 3, page 48, presents in graph form the enrollment in economics and the enrollment in the senior high school for the seven bi-yearly periods. Expressed in percentages, the number of pupils studying economics in the senior high school in 1924-25 was 5.0 per cent of the total enrollment; in 1926-27, 4.8 per cent; in 1928-29, 5.0 per cent; in 1930-31, 4.5 per cent; in 1932-33, 6.1 per cent; in 1934-35, 6.0 per cent; and in 1936-37, 7.8 per cent. The number of pupils has increased from 5.0 per cent of the total enrollment in 1924-25 to 7.8 per cent in 1936-37. This is not a sizable increase but it must be remembered that the enrollment of the senior high school has practically doubled during the last

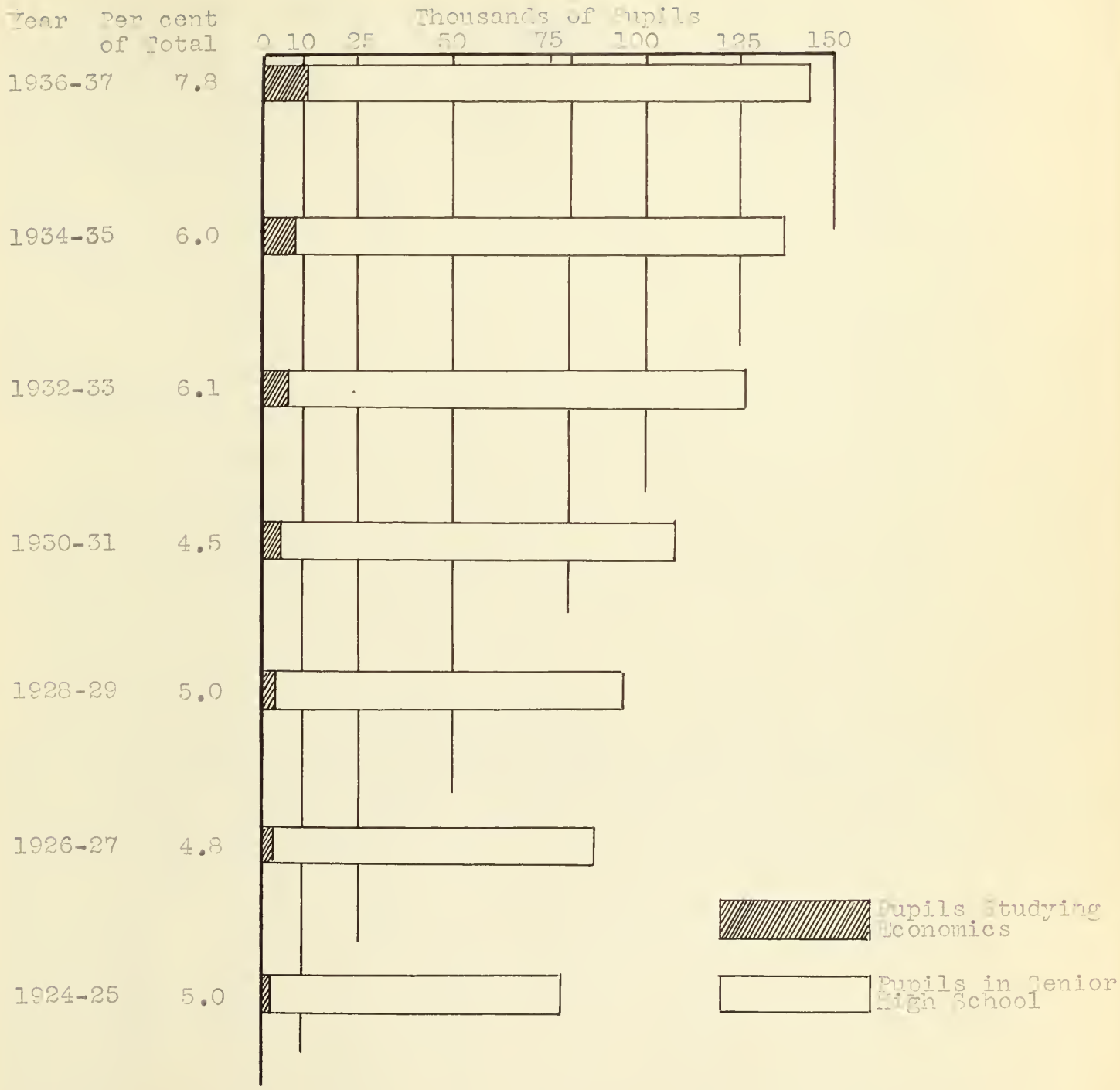



FIG. 3.-ENROLLMENT IN ECONOMICS FOR THE SENIOR HIGH SCHOOLS OF MASSACHUSETTS, 1924-25 TO 1936-37 *

* Adapted from data in Table XI.

the principals have not recorded it in their biennial reports.

TABLE XIII. PERIODS PER WEEK DEVOTED TO ECONOMICS, 1924-25 TO 1934-35

| Class periods per week | 1924-1925 | 1926-1927 | 1928-1929 | 1930-1931 | 1932-1933 | 1934-1935 |
|---|---|---|---|---|---|---|
| TOTAL SCHOOLS | 83 | 91 | 105 | 99 | 114 | 132 |
| Five | 51 | 55 | 70 | 67 | 76 | 87 |
| Four | 14 | 14 | 11 | 10 | 16 | 28 |
| Three | 10 | 12 | 13 | 15 | 14 | 11 |
| Two and one-half | 2 | 2 | 1 | 2 | 2 | 1 |
| Two | 1 | 4 | 3 | 3 | 0 | 1 |
| One | 3 | 2 | 0 | 0 | 1 | 0 |
| Seven | 0 | 0 | 0 | 1 | 0 | 0 |
| Not recorded | 2 | 2 | 7 | 1 | 5 | 4 |

In general the various schools seem to have a daily recitation, although in 28 schools it is taught four periods a week. The class period is longer in most of the schools where economics is offered four periods each week. A summary of the practice is set forth in Table XIII.

TABLE XIV. THE YEAR ECONOMICS IS TAUGHT IN SENIOR HIGH SCHOOLS, 1924-25 TO 1934-35

| Grade offering Economics | 1924-1925 | 1926-1927 | 1928-1929 | 1930-1931 | 1932-1933 | 1934-1935 |
|---|---|---|---|---|---|---|
| TOTAL SCHOOLS | 83 | 91 | 105 | 99 | 114 | 132 |
| Post graduate | 0 | 0 | 1 | 1 | 0 | 0 |
| 12th grade | 53 | 58 | 62 | 64 | 70 | 77 |
| 11th grade | 14 | 14 | 16 | 15 | 20 | 16 |
| 10th grade | 2 | 1 | 0 | 1 | 2 | 3 |
| 10th, 11th, and 12th grades | 1 | 2 | 1 | 1 | 0 | 2 |
| 11th, and 12th grades | 9 | 11 | 16 | 14 | 19 | 29 |
| 10th and 11th grades | 0 | 1 | 2 | 0 | 1 | 1 |
| 10th and 12th grades | 0 | 0 | 1 | 0 | 0 | 0 |
| Not recorded | 4 | 4 | 3 | 3 | 2 | 4 |

From Table XIV it is evident that the 12th grade is

the year in the high school program where economics is usually found; nevertheless, it is frequently combined in the 11th and 12th grades.

Taken together, Tables XII, XIII, and XIV indicate that economics is usually a fourth year subject, with daily class periods, for either a full-year or a half-year.

THE RELATION OF ECONOMICS TO THE VARIOUS CURRICULUMS

An examination of the printed programs of studies published by the various school departments indicates the various curriculums in which economics is offered. Programs of study for all the schools offering economics in 1934-35 were not obtainable; 93 were secured by Miss Fitzpatrick through direct request to the high school principals but 38 were not available for various reasons. Programs for 13 schools that gave economics in 1932-33 or previously, but dropped it in 1934-35 were obtained and are included in this study. The greater part of the programs were dated 1934-35, but some carried dates as far back as 1929.

The names given to the various curriculums in the programs of studies varied greatly. For example, a curriculum designed to instruct girls in home-making is called in some schools "household arts", in others "social arts", in others "home economics" and still others "practical arts". In the following tabulation, those curriculums serving similar groups have been put together regardless of differences of nomenclature.

In the curriculum designed to prepare the student for college, either academic or technical, economics rarely appears. When it does, it is usually an elective subject, open to seniors. Of the 106 programs of studies examined, only Andover and Milford require a full-year's course in economics of the college preparatory students. In both schools it is a required subject in the fourth year. Harwich offers economics combined with commercial law every other year and requires all junior and senior college preparatory students to take the combined course when it is given. Thirty-four high schools offer economics as an elective subject in the college preparatory curriculum.

Two factors seem to work against the inclusion of economics in the college preparatory curriculum. First, economics is not set down by colleges as a required subject for entrance credit and the program of the college preparatory group is so completely loaded with the required subjects that there is seldom place or time to add another requirement. Second, the opinion is frequently expressed that students who are to go to college will have an opportunity to study economics later. The first objection presents a difficult situation, for high schools can do little while colleges retain many required subjects for entrance. As to the second cause, the same reasoning could apply equally well to some of the present required subjects; a foreign language, for example, could be postponed until pupils reach the college level.

Some high schools in the State, offer a curriculum

in preparation for normal school which is different from college preparatory. Of this group five high schools list economics for normal school preparation, two as a required subject and three as elective. At Merrimac economics is a half-year course required of seniors. At South Hadley, it is offered in combination with Problems of Democracy and the combined full-year course is required of seniors. At Somerville, economics combined with Civic Problems is a full-year course that may be elected by seniors. Economics in combination with Commercial Law is a full-year course at Methuen where it may be elected by seniors and at North Adams where it may be elected by juniors.

The curriculum called civic, English, Social Arts, Social-Civic, Social Studies, and General, all seem to provide a similar training, namely, an education that develops the child's abilities but without any relation to college requirements, home-making, business, or industry. This type of curriculum is found in every high school. Of the programs examined, 77 high schools include economics in this general curriculum, 19 as a required subject and 58 as an elective subject.

It is in the commercial curriculum, however, that economics most frequently appears. It is listed by 104 of the schools whose programs were examined. It is a required subject in 48 schools and an elective in 56.

It may be seen from this listing that the full-year courses in economics outnumber two to one the half-year courses

in the commercial curriculum.

Under practical arts are included the manual arts for boys and the household arts for girls. Six schools list economics as a required subject in the practical arts curriculum, and 25 schools list it as an elective subject.

A few high schools offer a technical or scientific curriculum, differing from the practical arts but not intended for preparation to a technical college and not strictly vocational, they give considerable instruction in the physical sciences and technical subjects.

Economics was listed in the vocational curriculum of three senior high schools: Beverly, where it is offered in combination with civics as part of a required three year course of study for sophomores, juniors, and seniors. Barnstable, where it is a half-year course required of seniors studying agriculture. Agawam, where it is open to juniors studying vocational agriculture.

Table XV summarizes the discussion and shows whether economics is a required or elective subject in the various curriculums.

TABLE XV. ECONOMICS AS REQUIRED OR ELECTIVE SUBJECT IN VARIOUS CURRICULUMS

| Curriculum | Required | Elective |
|---|---|---|
| College | 3 | 34 |
| Normal School | 2 | 3 |
| General | 19 | 58 |
| Commercial | 48 | 56 |
| Practical Arts | 6 | 25 |
| Technical | 2 | 9 |
| Vocational | 2 | 1 |

Miss Fitzpatrick's tabulations show clearly the wide differences that exist among the various schools in regard to teaching economics. It also shows that economics is more frequently found in the general and commercial curriculums than in the curriculums preparing students for college or normal school.

The examination of these programs of study seems to indicate that the opportunity of studying economics is rather definitely limited to boys and girls taking a general or commercial curriculum. It was also found that of the 106 programs of studies examined, economics was listed by 58 schools as a required subject in at least one curriculum.

Courses of Study

Only a few senior high schools could furnish information on the course of study in economics. Typical answers: "No course of study available", and "Following textbook closely". Exceptions to these usual replies were the following: From Brockton: "The plan for the teachers is in typewritten form, it deals with the general topics, as distribution, etc. Next year Economics is to be part of the Problems of Democracy course."

From Dalton: "The course is planned to give a basic knowledge of the fundamental principles of the four fields of economics. In addition, discussions on current matters of economic importance are encouraged."

From Edgartown. "The course has been successful. Outside speakers are used as much as possible - bankers, insurance agents, government officials, etc."

From Falmouth: "Outside reading and reports, mainly by means of current magazines and newspapers. Bulletin board kept up to date by two pupils from each class each week. Notebook must be completed before credit is given. Mimeographed list of questions and topics to be covered is given to each pupil at the beginning of each month. Discussions are held daily (15 - 20 minutes). Written tests given weekly."

From Gloucester: "An alert, broad-minded, imaginative, hard-working teacher is all important. Given a teacher of this type and a newspaper, the class will learn the practical value of studying economics. With the changing of old ideas and old economic principles, we certainly must look to some other source than a textbook published two or three years back. By the newspaper method, we are able to take most of our present day economic topics, discuss them freely; and frequently, with the use of the textbook compare principles developing today with the old principles that were current before the depression. From this lengthy discussion, you will see there can be no fixed outline of study. Certain fundamental economic topics are kept in mind but their order of presentation and the emphasis given to one or another will be flexible, determined by conditions of current activity; local, state, national, or international."

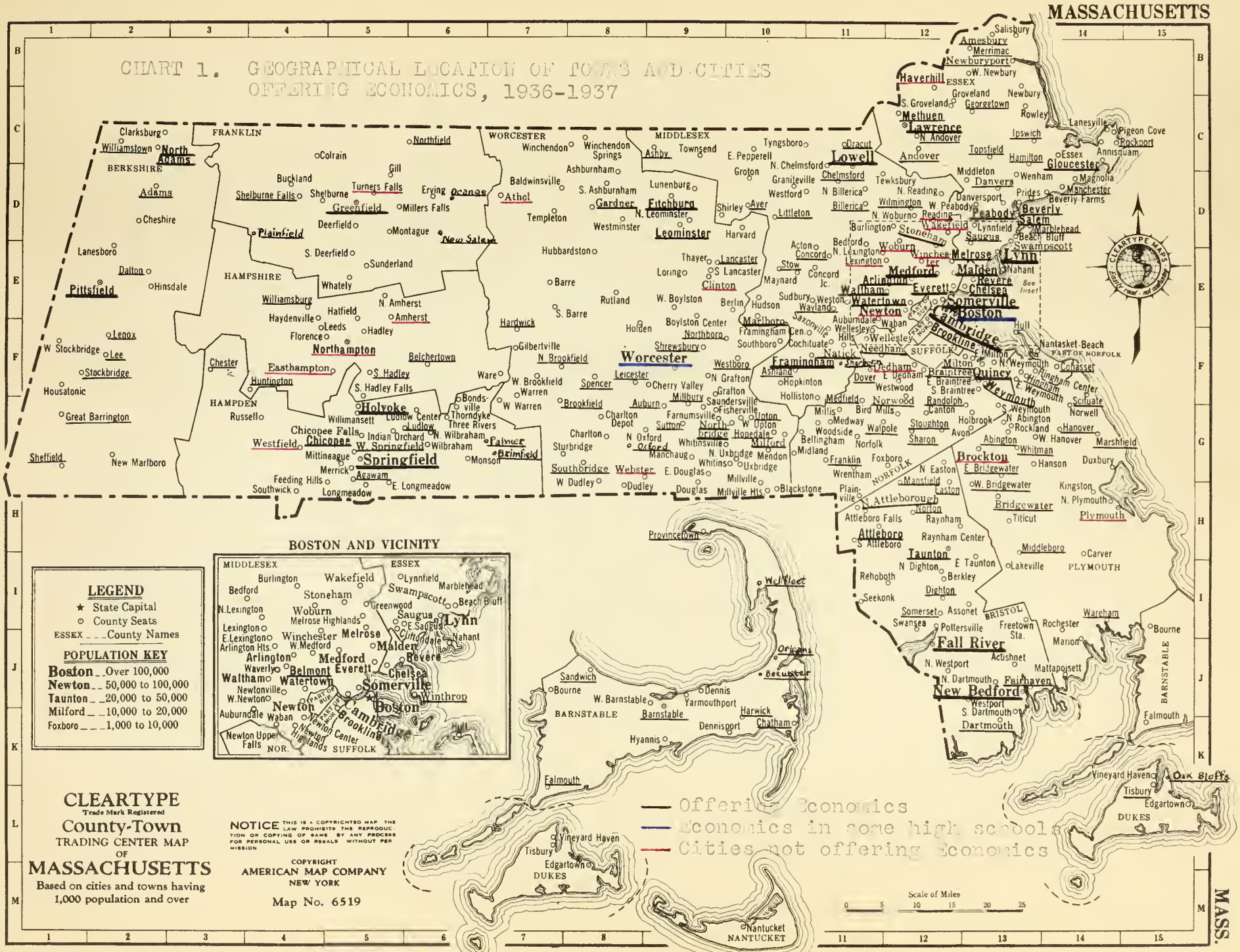
From Templeton: "We have no outline of the course of study, but I may be able to give you some helpful information. The course in economics was changed last year to Problems of

Democracy. About 75 per cent of the time is spent on economic problems - so the course is not so very different in subject matter studied. There were several reasons for our change. In the first place, a course in pure economics seemed to be too technical for the average high school student. In a large school such a course might be justifiable for a certain type of student - such as superior boys who are going on to business schools or colleges. Another reason for the change was that certain social and political problems were omitted under the old course which we felt should be included. The results of the change have been very satisfactory. As revised, the year's work is divided up into the following units: (1) Problems of large scale production (including a study of present-day business organization). (2) The labor problem. (3) Transportation problems. (4) Problems of International Trade. (5) Problems of Money. (6) Problems of credit and banking. (7) Marketing problems. (8) The conservation of natural resources. (9) Taxation and public finance. (10) Problems of state government. (11) Problems of local government. (12) The crime problem. (13) The educational problem."

## Conclusion

The evidence presented in this chapter may be epitomized as follows: First, over 67.7 per cent of the senior high schools in Massachusetts offer economics while only 7.8 per cent of the pupils matriculate in the subject. Second, 76.1 per cent of the high schools with an enrollment of over 500 pupils offer economics. Third, the tendency seems to be

to offer economics in the fourth year of high school, with daily class periods, for either a half-year or a full year. Fourth, the course of economics occurs most frequently in the general or commercial curriculums. Fifth, the courses of study which were examined were based on a formal presentation of accepted economic principles, and many schools acknowledge that they follow the text book. Sixth, the subject of economics has received great impetus in the Massachusetts senior high schools since the depression.


MASSACHUSETTS
CHART 1. GEOGRAPHICAL LOCATION OF TOWNS AND CITIES OFFERING ECONOMICS, 1936-1937
BERKSHIRE
FRANKLIN
HAMPSHIRE
HAMPDEN
WORCESTER
MIDDLESEX
ESSEX
NORFOLK
SUFFOLK
BRISTOL
PLYMOUTH
BARNSTABLE
DUKES
NANTUCKET
Pittsfield
North Adams
Adams
Greenfield
Northampton
Easthampton
Holyoke
Chicopee
Springfield
Westfield
Worcester
Fitchburg
Leominster
Gardner
Athol
Orange
Lowell
Lawrence
Haverhill
Methuen
Gloucester
Salem
Beverly
Peabody
Lynn
Melrose
Malden
Medford
Everett
Somerville
Cambridge
Boston
Brookline
Newton
Waltham
Watertown
Framingham
Marlborough
Quincy
Weymouth
Brockton
Taunton
Attleboro
Fall River
New Bedford
Provincetown
Wellfleet
Orleans
Barnstable
Falmouth
Vineyard Haven
Edgartown
Oak Bluffs
Nantucket
BOSTON AND VICINITY
LEGEND
★ State Capital
○ County Seats
ESSEX ___County Names
POPULATION KEY
Boston __Over 100,000
Newton __ 50,000 to 100,000
Taunton __ 20,000 to 50,000
Milford __ 10,000 to 20,000
Foxboro ___ 1,000 to 10,000
CLEARTYPE
Trade Mark Registered
County-Town
TRADING CENTER MAP
OF
MASSACHUSETTS
Based on cities and towns having 1,000 population and over
NOTICE THIS IS A COPYRIGHTED MAP. THE LAW PROHIBITS THE REPRODUCTION OR COPYING OF SAME BY ANY PROCESS FOR PERSONAL USE OR RESALE WITHOUT PERMISSION
COPYRIGHT
AMERICAN MAP COMPANY
NEW YORK
Map No. 6519
Offering Economics
Economics in some high schools
Cities not offering Economics
Scale of Miles
0 5 10 15 20 25
MASS.

## CHAPTER IV

## AN ANALYSIS OF CERTAIN PHASES OF TEXTBOOKS IN USE

### The Approach

From what has been stated elsewhere, it is apparent the economic textbooks published for the senior high schools play an important role in the drama of economics as it is taught in the various states today. In pursuing this study let us consider several questions which might well be raised concerning the books used by the various schools. First, what textbooks are used in Massachusetts? Second, have the books shifted their emphasis since the depression? Third, what visual aids do the recent texts contain? Fourth, do the authors concur on what should be the purpose of a senior high school text? Fifth, can we say that the point of view expressed by the various authors is comparable? With these questions as a basis, let us proceed straightway to peruse some of the textbooks in economics written for the senior high school.

### The Textbooks Used in 58 High Schools in Massachusetts

The data in Table XVI are a sampling of the economics texts used in Massachusetts senior high schools during the year 1934-35[1] and includes the name of the text, author, date of publication, price, and the number of schools using each book. Several interesting trends are suggested in this Table: There is an assortment of texts used in Massachusetts. Elements of Economics by Fay and Principles of Economics by Faubel

[1] Miss Ellen Fitzpatrick, op. cit.

seem to be the texts most widely used. Nine of the books were published before 1930, and seven have been revised since.

TABLE XVI. ECONOMICS TEXTBOOKS USED IN FIFTY-EIGHT MASSACHUSETTS SENIOR HIGH SCHOOLS 1934-35

| Title of Text | Author | Pub. | Date | Price | Number of Schools |
|---|---|---|---|---|---|
| Elements of Economics | C. Fay | 1926 Rev. | 1934 | 1.68 | 13 |
| Prin. of Economics | A. Faubel | 1923 Rev. | 1932 | 1.60 | 12 |
| Elementary Economics | C. Thompson | 1924 Rev. | 1932 | 1.76 | 7 |
| Intro. to Economics | T. Williamson | 1923 | | 1.60 | 6 |
| Fundamentals of Econ. | R. Hughes | 1929 Rev. | 1934 | 1.80 | 5 |
| Essentials of Economics | F. Fairchild | Rev. | 1932 | 1.60 | 5 |
| Everyday Economics | C. Janzen & W. Stephenson | 1921 Rev. | 1934 | 1.68 | 3 |
| Elementary Economics | T. Carver | Rev. | 1929 | 2.00 | 3 |
| Economics | A. Smith | 1934 | | 1.60 | 2 |
| Ele. Prin. of Economics | Ely, Wicker | 1926 Rev. | 1933 | 1.68 | 2 |

Economics Textbooks Before 1929 and After

This part of the study is an attempt to compare textbooks in economics for the senior high school published before 1929 with those published after that date. This year was chosen as the dividing year because it was hoped that the texts published after 1929 would devote more attention to the impending problems that have grown out of the depression. Do we find these live topics of contemporary and practical interest in the more recent textbooks? This quantitative study was written by Mr. Francis M. Hayes in June 1936 for Professor

John J. Mahoney of Boston University, and I wish at this time to express my appreciation for his contribution to my thesis.

The topics and sub-topics enumerated below were chosen by him as representative of economic phases of current interest. The list of subjects is not intended to be exhaustive but merely to serve as a sample to check against.

1. CURRENCY
   a. Federal Reserve System
   b. Other banking systems
   c. Inflation
   d. Deflation
   e. Credit

2. TAXATION
   a. Types and plans of taxation
   b. Limits
   c. Exemptions

3. WAR DEBTS AND REPARATIONS
   a. Arguments for revision
   b. Arguments against revision

4. INTERNATIONAL TRADE AND TARIFF
   a. Extent of foreign trade
   b. Free Trade
   c. Protection
   d. Quotas

5. ECONOMIC SYSTEMS
   a. Socialism
   b. Communism
   c. Collectivism
   d. Fascism
   e. Economic Democracy
   f. Laissez Faire

6. SOCIAL LEGISLATION
   a. Child Labor
   b. Minimum wage
   c. Regulation of minimum hours of labor
   d. Safety in health laws
   e. Old age pensions
   f. Unemployment insurance
   g. Women in industry

7. ECONOMIC PLANNING
   a. Unemployment relief
   b. Economic plans
   c. Coordination in industry
   d. Coordination in agriculture
   e. Social insurance

8. THE GOVERNMENT IN INDUSTRY
   a. Government ownership
   b. Government regulation and control
   c. Government planning

9. RELATIONS BETWEEN CAPITAL AND LABOR

10. AGRICULTURAL PROBLEMS
   a. Poverty in the country
   b. Social planning for agriculture
   c. Cooperation with industry
   d. Government aid
   e. Profitable marketing

11. COOPERATIVE BUYING AND SELLING

12. ECONOMY OF SCARCITY VS. PLENTY

Textbooks Examined

The sixteen textbooks examined were chosen largely because they are used in New England High Schools; however, some of the books were selected principally because they were published before 1929.

A count of lines was made in each text to ascertain the space given to each topic and sub-topic listed above. Where there were more than two or three pages given over to a topic the line count was estimated. Where pictures of graphs broke up the page an accurate line count was made.

The reader should appreciate the fact that counting the lines given to each topic was not entirely objective. Many of the topics are similar and overlap. Different conceptions of economic words and the manner in which different books

develop certain topics have to be considered. For instance, what one author would include under economic democracy another might include under any one of several other headings appearing on the list. In all cases books were treated as nearly alike as possible.

The following shows a list of the books divided into two groups according to the date of publication, accompanied by a letter which will represent that particular text in this survey:

GROUP I
(Published before 1929)

A. Elementary Economics by Frank Tracy Carleton, 1920, New York, Macmillon Co.

B. Elementary Economics by Thomas Nixon Carver, 1921, Ginn and Co., Boston.

C. Economics by Henry Clay, 1924, Macmillan Co., N. Y.

D. Essentials of Economics by Fred Rogers Fairchild, 1923, American Book Co., N. Y.

E. Principles of Economics by Arthur L. Faubel, 1923, Harcourt, Brace and Co., N. Y.

F. Elements of Economics by Charles Ralph Fay, 1926, Macmillan Co., N. Y.

G. Elementary Economics by Charles Manfred Thompson, 1921, Benjamin H. Sanborn and Co., N. Y.

H. Introduction to Economics, by Thomas Ross Williamson, 1923, D. C. Heath and Co., N. Y.

**********

GROUP II
(Published after 1929)

I. Elementary Principles of Economics by Richard T. Ely and George Ray Wicker, 1931, Fourth Revised Edition, Macmillan Co., N. Y.

J. Elements of Economics by Charles H. Fay, 1932, Revised Edition, Macmillan Co., N. Y.

K. Economics in a Nutshell by Lewis H. Haney, 1933, Macmillan Co., N. Y.

L. Everyday Economics by Cornelius C. Janzen and Orlando W. Stephenson, 1934, Silver, Burdett and Co., N. Y.

M. Economics for Secondary Schools, by Eugene B. Riley, 1930, Revised Edition, Houghton Mifflin Co., N. Y.

N. Economics, an Introduction to Fundamental Problems, by Augustus H. Smith, 1934, Mc Graw Hill Book Co., Inc. N. Y.

O. High School Economics, by C. M. Thompson, 1932, Benjamin H. Sandborn and Co., N. Y.

P. Our Economic Society and Its Problems, by Rexford Tugwell and C. Hill, 1934, Harcourt, Brace and Co., N. Y.

It will be noted in some cases in Tables XVII and XVIII that the number of lines is listed under main headings as in main heading 4, International Trade and Tariff. All space devoted to this subject in each text, that could not be included under the sub-headings of 4, was included under the main heading. In the case of book P under the main heading 3, War Debts and Reparations, the same applies. In no other cases were lines enumerated unless they were relevant to the sub-headings. However, under heading 6, Social Legislation, Books D, I, and L and under heading 10 Agricultural Problems, Book A have lines enumerated under the main heading because the space

given to these subjects, though applicable to the sub-headings, could not be easily apportioned to the appropriate sub-heading.

Topics as Deflation, Limits of Taxation, Quotas, Collectivism, Fascism, Unemployment Relief, Economic Plans, Co-operation with Industry, and Profitable Marketing for Agriculture are mentioned by only one or two texts while Economy of Scarcity versus Plenty and Government Aid appear in no text. Topics as the Federal Reserve System, Credit, Types and Plans of Taxation , Socialism, International Trade and Tariff, Government Regulation and Control and Relations between Capital and Labor are discussed in practically every book.

Book K is the only text failing to mention the Federal Reserve System. Books A and M fail to mention international trade and tariffs. Book K does not give any space to types and plans of taxation, nor does it include socialism. Book P does not include anything on relations between capital and labor.

Book M is the only one to mention deflation. Book N is the only one to include fascism. Book L is the sole commentator on cooperation with industry. Book P has the distinction of being the only text to mention ten topics: War Debts and Reparations, Arguments for Revision, Arguments against Revision, Quotas, Unemployment Relief, Economic Plans, Coordination in Industry, Coordination in Agriculture, Poverty in the Country and Social Planning for Agriculture. Wide variations exist in the number of lines devoted to certain topics in Tables XVII and XVIII.

TABLE XVII. LINES DEVOTED TO EACH TOPIC BY EACH TEXT

| Topics | Texts in Group I (Published before 1929.) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | G | H |
| I. Currency | | | | | | | | |
| A. Federal Reserve System | 17 | 25 | 38 | 183 | 377 | 104 | 32 | 89 |
| B. Other banking systems | 0 | 0 | 105 | 0 | 284 | 120 | 51 | 234 |
| C. Inflation | 0 | 0 | 0 | 10 | 0 | 12 | 0 | 0 |
| D. Deflation | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| E. Credit | 23 | 0 | 196 | 42 | 10 | 380 | 55 | 226 |
| II. Taxation | | | | | | | | |
| A. Types and plans of tax. | 189 | 439 | 98 | 349 | 451 | 270 | 229 | 489 |
| B. Limits | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| C. Exemptions | 0 | 0 | 0 | 6 | 0 | 33 | 0 | 0 |
| III. War Debts & Reparations | | | | | | | | |
| A. Arguments for revision | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| B. Arguments against rev. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| IV. Internat'l Trade & Tariff | 0 | 34 | 112 | 349 | 475 | 800 | 480 | 167 |
| A. Extent of Trade | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| B. Free Trade | 0 | 0 | 32 | 56 | 0 | 0 | 0 | 0 |
| C. Protection | 0 | 8 | 0 | 22 | 0 | 130 | 41 | 0 |
| D. Quotas | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| V. Economic Systems | | | | | | | | |
| A. Socialism | 136 | 297 | 19 | 214 | 331 | 130 | 197 | 903 |
| B. Communism | 0 | 275 | 0 | 17 | 0 | 33 | 0 | 27 |
| C. Collectivism | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 |
| D. Fascism | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| E. Economic democracy | 0 | 0 | 0 | 0 | 13 | 0 | 17 | 118 |
| F. Laissez faire | 0 | 0 | 69 | 0 | 0 | 56 | 32 | 0 |
| VI. Social Legislation | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 0 |
| A. Child Labor | 43 | 0 | 0 | 0 | 0 | 36 | 5 | 87 |
| B. Reg. of hours of labor | 68 | 0 | 0 | 0 | 0 | 44 | 0 | 0 |
| C. Minimum wage | 20 | 0 | 0 | 0 | 0 | 44 | 0 | 49 |
| D. Safety & health laws | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| E. Old age pensions | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| F. Unemployment Insurance | 111 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |
| G. Women in industry | 44 | 0 | 0 | 0 | 0 | 12 | 18 | 59 |
| VII. Economic Planning | | | | | | | | |
| A. Unemployment relief | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| B. Economic plans | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| C. Coordination in indus. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| D. Coordination in agri. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| E. Social insurance | 0 | 0 | 0 | 0 | 0 | 0 | 160 | 60 |
| VIII. The Gov't. in Industry | | | | | | | | |
| A. Gov't. ownership | 12 | 0 | 0 | 557 | 0 | 76 | 19 | 338 |
| B. Gov't. control and reg. | 137 | 42 | 0 | 67 | 90 | 114 | 411 | 265 |
| C. Gov't. planning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| IX. Relations between Capital and Labor | 205 | 155 | 44 | 21 | 165 | 345 | 275 | 638 |
| X. Agricultural Problems | 58 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| A. Poverty in the country | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| B. Social plan. in agri. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| C. Coop. with industry | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| D. Gov't. aid | 0 | 76 | 27 | 0 | 0 | 37 | 0 | 0 |
| E. Profitable marketing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| XI. Cooperative Buying and Selling | 19 | 0 | 136 | 0 | 0 | 106 | 0 | 118 |
| XII. Economy of Scarcity and Plenty | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

twelve years.

Place of Economics in the Program of Studies

Being a comparatively new subject in the curriculum, economics has not yet staked out a claim for itself in the high school program of studies; consequently, differences exist in the various schools concerning: (1) the length of the course (full-year, half-year, or combined with other subjects), (2) the number of periods each week devoted to the study, (3) the year (sophomore, junior, or senior), (4) the curriculum in the program of studies (commercial, general, college preparatory).

The number of schools providing a full-year's course, a half-year's course, and instruction of economics in combination with some other subject, as government, problems of democracy, economic geography, and sociology, are shown in the figures of Table XII.

TABLE XII. THE LENGTH OF ECONOMICS COURSES, 1924-25 TO 1936-37

| Length | 1924-1925 | 1926-1927 | 1928-1929 | 1930-1931 | 1932-1933 | 1934-1935 | 1936-1937 |
|---|---|---|---|---|---|---|---|
| TOTAL SCHOOLS | 83 | 91 | 105 | 99 | 114 | 132 | 175 |
| Full-year | 40 | 45 | 47 | 42 | 54 | 64 | 79 |
| Half-year | 33 | 40 | 51 | 53 | 53 | 55 | 84 |
| Combined courses | 7 | 3 | 4 | 2 | 5 | 10 | 9 |
| Not recorded | 3 | 3 | 3 | 2 | 2 | 3 | 3 |

The practice seems quite divided between a full-year and a half-year course in economics. Apparently in the schools that introduced economics during 1936-37 a greater number favored the half-year course. No doubt many half-year courses are grouped or linked with other subjects, but in many cases

TABLE XVIII. LINES DEVOTED TO EACH TOPIC BY EACH TEXT

| Topics | Texts in Group II (Published after 1929.) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | I | J | K | L | M | N | O | P |
| I. Currency | | | | | | | | |
| A. Federal Reserve System | 195 | 111 | 0 | 146 | 265 | 100 | 31 | 50 |
| B. Other banking systems | 76 | 120 | 0 | 136 | 33 | 330 | 160 | 0 |
| C. Inflation | 0 | 5 | 167 | 6 | 0 | 45 | 0 | 28 |
| D. Deflation | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| E. Credit | 270 | 255 | 217 | 201 | 205 | 354 | 33 | 0 |
| II. Taxation | | | | | | | | |
| A. Types and plans of tax. | 261 | 139 | 0 | 214 | 515 | 195 | 282 | 256 |
| B. Limits | 30 | 0 | 0 | 28 | 0 | 0 | 0 | 0 |
| C. Exemptions | 42 | 18 | 0 | 10 | 0 | 0 | 0 | 0 |
| III. War Debts & Reparations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 147 |
| A. Arguments for revision | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| B. Arguments against rev. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| IV. Internat'l Trade & Tariff | 545 | 592 | 80 | 162 | 0 | 419 | 273 | 218 |
| A. Extent of trade | 0 | 12 | 0 | 26 | 0 | 0 | 0 | 186 |
| B. Free trade | 175 | 125 | 0 | 33 | 158 | 19 | 31 | 19 |
| C. Protection | 125 | 128 | 139 | 120 | 0 | 116 | 70 | 60 |
| D. Quotas | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| V. Economic Systems | | | | | | | | |
| A. Socialism | 540 | 130 | 0 | 98 | 244 | 76 | 197 | 25 |
| B. Communism | 10 | 90 | 164 | 0 | 0 | 46 | 30 | 525 |
| C. Collectivism | 5 | 0 | 20 | 0 | 0 | 0 | 0 | 0 |
| D. Fascism | 0 | 0 | 0 | 0 | 0 | 21 | 0 | 0 |
| E. Economic democracy | 62 | 42 | 0 | 0 | 0 | 0 | 0 | 39 |
| F. Laissez faire | 0 | 64 | 0 | 47 | 24 | 14 | 35 | 130 |
| VI. Social Legislation | 446 | 0 | 0 | 21 | 0 | 0 | 0 | 0 |
| A. Child Labor | 15 | 36 | 0 | 0 | 82 | 57 | 11 | 32 |
| B. Reg. of hours of labor | 0 | 54 | 76 | 0 | 59 | 29 | 0 | 46 |
| C. Minimum wage | 0 | 46 | 0 | 0 | 45 | 19 | 0 | 0 |
| D. Safety & health laws | 0 | 0 | 0 | 0 | 0 | 26 | 0 | 24 |
| E. Old age pensions | 0 | 0 | 0 | 0 | 0 | 16 | 42 | 70 |
| F. Unemployment Insurance | 0 | 0 | 0 | 34 | 0 | 56 | 30 | 201 |
| G. Women in industry | 0 | 12 | 0 | 0 | 5 | 30 | 44 | 15 |
| VII. Economic Planning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| A. Unemployment relief | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 132 |
| B. Economic plans | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 460 |
| C. Coordination in indus. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 228 |
| D. Coordination in agri. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 157 |
| E. Social insurance | 46 | 0 | 0 | 0 | 75 | 38 | 218 | 48 |
| VIII. The Gov't. in Industry | | | | | | | | |
| A. Gov't ownership | 137 | 57 | 0 | 12 | 48 | 0 | 20 | 0 |
| B. Gov't. control and reg. | 42 | 128 | 218 | 491 | 451 | 104 | 360 | 0 |
| C. Gov't. planning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| IX. Relations between Capital and Labor | 450 | 111 | 43 | 182 | 348 | 560 | 383 | 0 |
| X. Agricultural Problems | | | | | | | | |
| A. Poverty in the country | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 650 |
| B. Social plan. in agri. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| C. Coop. with industry | 0 | 0 | 0 | 47 | 0 | 0 | 0 | 0 |
| D. Gov't. aid | 113 | 37 | 0 | 42 | 77 | 5 | 0 | 138 |
| E. Profitable marketing | 0 | 0 | 0 | 0 | 143 | 0 | 0 | 106 |
| XI. Cooperative Buying and Selling | 0 | 94 | 0 | 0 | 0 | 67 | 17 | 0 |
| XII. Economy of Scarcity and Plenty | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

In Table XIX under each group the first column gives the number of books mentioning a topic while the second column gives the total number of lines devoted to each topic by each group. Thus the first horizontal row of numbers shows that each book comprising Group I mentioned the Federal Reserve System, giving 865 lines to this topic, while only seven of the eight books comprising Group II mentioned the topic, giving a total of 898 lines to it. Since there are eight books in each group eight is the maximum number under each group's first column.

The totals show that Group I mentioned 120 topics and sub-topics for a total of 17,238 lines, while Group II mentioned 161 topics and sub-topics for a total of 20,974 lines. Thus Group II mentioned 41 more topics and sub-topics than Group I, and gave 3,736 more lines to current issues.

Group I fails to mention sixteen sub-headings while Group II fails to mention only two. Group I mentions two sub-headings only once each while Group II mentions twelve sub-headings only once each.

Group I does not give anything under War Debts and Reparations, mentions only one sub-topic twice under Economic Planning, and includes only one sub-topic, mentioned three times, under the main-heading, Agricultural Problems, which is mentioned once. Group II mentions War Debts and Reparations and its two sub-topics once each and five times to the other under Economic Planning, and mentions the five sub-topics under Agricultural Problems eleven times in all.

TABLE XIX. A COMPARISON OF THE TOTAL NUMBER OF TOPICS MENTIONED AND TOTAL NUMBER OF LINES, GROUP I AND GROUP II

| Topics | Group I | | Group II | |
|---|---|---|---|---|
| | Topics | Lines | Topics | Lines |
| I. Currency | | | | |
| A. Federal Reserve System | 8 | 865 | 7 | 898 |
| B. Other banking systems | 5 | 794 | 6 | 855 |
| C. Inflation | 2 | 22 | 5 | 251 |
| D. Deflation | 0 | 0 | 1 | 205 |
| E. Credit | 7 | 932 | 6 | 1330 |
| II. Taxation | | | | |
| A. Types and plans of tax. | 8 | 2514 | 7 | 1862 |
| B. Limits | 0 | 0 | 2 | 58 |
| C. Exemptions | 2 | 39 | 3 | 70 |
| III. War Debts & Reparations | 0 | 0 | 1 | 147 |
| A. Arguments for revision | 0 | 0 | 1 | 13 |
| B. Arguments against rev. | 0 | 0 | 1 | 16 |
| IV. Internat'l Trade & Tariff | 7 | 2417 | 7 | 2289 |
| A. Extent of trade | 2 | 88 | 3 | 224 |
| B. Free trade | 4 | 201 | 7 | 560 |
| C. Protection | 6 | 953 | 7 | 758 |
| D. Quotas | 0 | 0 | 1 | 14 |
| V. Economic Systems | | | | |
| A. Socialism | 8 | 2227 | 7 | 1410 |
| B. Communism | 4 | 352 | 6 | 865 |
| C. Collectivism | 1 | 6 | 2 | 25 |
| D. Fascism | 0 | 0 | 1 | 21 |
| E. Economic democracy | 3 | 148 | 3 | 143 |
| F. Laissez faire | 3 | 157 | 6 | 314 |
| VI. Social Legislation | 2 | 13 | 1 | 467 |
| A. Child Labor | 4 | 171 | 6 | 233 |
| B. Reg. of hours of labor | 2 | 112 | 5 | 264 |
| C. Minimum wage | 3 | 113 | 3 | 110 |
| D. Safety & health laws | 1 | 50 | 2 | 50 |
| E. Old age pensions | 2 | 37 | 3 | 128 |
| F. Unemployment Insurance | 2 | 131 | 4 | 321 |
| G. Women in industry | 4 | 133 | 5 | 106 |
| VII. Economic Planning | | | | |
| A. Unemployment relief | 0 | 0 | 1 | 132 |
| B. Economic plans | 0 | 0 | 1 | 460 |
| C. Coordination in indus. | 0 | 0 | 1 | 228 |
| D. Coordination in agri. | 0 | 0 | 1 | 157 |
| VIII E. Social insurance | 2 | 220 | 5 | 425 |
| VIII. The Gov't. in Industry | | | | |
| A. Gov't. ownership | 5 | 1002 | 5 | 274 |
| B. Gov't.control and reg. | 7 | 1126 | 7 | 1794 |
| C. Gov't. planning | 0 | 0 | 0 | 0 |
| IX. Relations between Capital and Labor | 8 | 1848 | 7 | 2077 |
| X. Agricultural Problems | 1 | 58 | 0 | 0 |
| A. Poverty in the country | 0 | 0 | 1 | 650 |
| B. Social plan. in agri. | 0 | 0 | 1 | 41 |
| C. Coop. with industry | 0 | 0 | 1 | 47 |
| D. Gov't. aid | 3 | 140 | 6 | 412 |
| E. Profitable marketing | 0 | 0 | 2 | 249 |
| XI. Coop. buying and selling | 4 | 379 | 3 | 178 |
| XII. Economy of Scarcity and Plenty | 0 | 0 | 0 | 0 |

## SUMMARY OF TABLES XVII, XVIII, XIX

TABLE XX. TOTAL NUMBER OF LINES DEVOTED TO ALL TOPICS ARRANGED IN ORDER FOR EACH TEXT

| Text | Lines | Text | Lines |
|---|---|---|---|
| P. | 4,077 | O. | 2,267 |
| H. | 4,053 | D. | 2,198 |
| I. | 3,585 | G. | 2,099 |
| F. | 3,008 | L. | 2,056 |
| N. | 2,777 | B. | 1,488 |
| M. | 2,742 | A. | 1,155 |
| J. | 2,406 | K. | 1,124 |
| E. | 2,371 | C. | 866 |

There are five books in Group II among the first eight books.

TABLE XXI. COMPARISON OF GROUP I TO GROUP II BY TOTAL NUMBER OF LINES IN EACH TEXT

| Group I | | | Group II | |
|---|---|---|---|---|
| Text | Lines | | Text | Lines |
| Total | 17,238 | | Total | 20,974 |
| A. | 1,155 | | I. | 3,585 |
| B. | 1,488 | | J. | 2,406 |
| C. | 866 | | K. | 1,124 |
| D. | 2,198 | | L. | 2,056 |
| E. | 2,371 | | M. | 2,777 |
| F. | 3,088 | | N. | 2,742 |
| G. | 2,099 | | O. | 2,267 |
| H. | 4,053 | | P. | 4,077 |

The results of this Table show that Group II has 3,736 more lines than Group I.

TABLE XXII. NUMBER OF TOPICS MENTIONED BY EACH BOOK ARRANGED IN ORDER

| Text | Topics | Text | Topics |
|---|---|---|---|
| P. | 30 | M. | 17 |
| N. | 24 | A. | 16 |
| J. | 23 | G. | 16 |
| F. | 21 | D. | 16 |
| I. | 20 | C. | 11 |
| L. | 20 | B. | 10 |
| H. | 19 | E. | 10 |
| O. | 19 | K. | 9 |

There are 52 topics listed and textbook P includes 30; six books in Group II are among the first eight listed.

Under Group I the topics Federal Reserve System, Types and Plans of Taxation, Socialism, and Relations between Capital and Labor, are mentioned by all of the books in that group. Group II does not mention any topic in all eight books.

Two topics, Government Planning, and Economy of Scarcity versus Plenty are not mentioned in any of the sixteen books. Twelve topics are mentioned only once in all sixteen books.

Generally it would seem that the books in Group II contain more pertinent material. This group mentions 41 more topics and contains 3,736 more lines than Group I. The leader in Group II is Economic Society and Its Problems by Hill and Tugwell; this book contains 30 topics with a total of 4,077 lines. Its nearest rival is Introduction to Economics by Williamson which belongs in Group I.

This phase of the study set out to discover the effect, if any, the depression had on the topics included in the texts. The results seem to indicate that there has been no marked change in emphasis since 1929. There are wide variations, however, in the number of lines devoted to the selected topics. It is possible a different group of books might have revealed different results. Nevertheless, we cannot escape the fact that this generous sample does show current topics are lacking in many of the texts in use today.

Visual Aids in Recent Economics Textbooks

In Table XXIII is a summary of the visual aids in eight textbooks in economics published since 1932. The results indicate that there is a great difference in the number and type of illustrative materials used in various texts. For example, book G has 51 newspaper clippings while book F has none, on the other hand book F has 199 pictures while book G has only 53. There seems to be no general pattern which is followed by all the various publishers; however, the use of pictures is the most common type of visual aid.

We find only 30 cartoons in all the books. In the author's estimation clever cartoons have a poignant way of impressing points on pupils' minds; but, it must be remembered that cartoons usually follow current happenings and some would have little value unless interpreted in light of present problems. In other words the textbook authors might have to revise their books more meticulously to include such live visual aids as cartoons. Is this asking too much of the publisher? In view of the large number of recent texts that have been published doesn't it seem reasonable to believe that more use could be made of cartoons?

Do the newer texts include more visual aids? It is singular to note that books B, D, and I, published in 1936, do not include as much illustrative material as some of the older texts. There are two possible reasons. First, book J with 23 visual aids has 601 pages (the largest number of pages in any economics text I have examined) and the expense of additional

pages would increase the cost of the text to the high school. Second, the cost of materials to illustrate the text would necessarily be considered by the publisher. But as we are utilizing visual aids more and more in current periodicals to increase their popularity[1], can we afford to curtail them in our economics textbooks because of expense?

TABLE XXIII. A SUMMARY OF VISUAL AIDS IN RECENT ECONOMICS TEXTS

| Visual Aids | Recent Economic Textbooks | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | G | H |
| TOTALS | 86 | 84 | 76 | 111 | 231 | 236 | 185 | 23 |
| Pictures | 43 | 0 | 28 | 58 | 101 | 199 | 53 | 4 |
| Cartoons | 9 | 0 | 0 | 7 | 13 | 1 | 0 | 0 |
| Figures, Graphs | 13 | 56 | 48 | 36 | 57 | 27 | 81 | 17 |
| Tables | 21 | 28 | 0 | 0 | 40 | 9 | 0 | 2 |
| News Clippings | 0 | 0 | 0 | 10 | 20 | 0 | 51 | 0 |

KEY TO THE TEXTS LISTED IN THE TABLE XXIII

A. Our Economic World by Atkins & Wubnig, Harpers, 1936

B. Elements of Economics by Fay, Macmillian Co., 1932 (Revised edition)

C. Economic Problems of Today by Klein & Colvin, Lyons & Carnahan, 1936

D. Principles of Economics by Faubel, Harcourt, Brace & Co., 1932 (Revised edition)

E. Our Economic Society & Its Problems by Tugwell & Hill, Harcourt, Brace & Co., 1934

F. Fundamentals of Economics by Hughes, Allyn Bacon Co., 1934 (Revised edition)

G. Today's Economics by Sloan, Prentice-Hall Inc., 1936

H. Modern Economics by Corbett & Herschkowitz, Macmillian Co., 1936

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[1] Literary Digest, Jan. 30, 1937, p. 20.

A Brief Qualitative Statement on Recent Textbooks

It has been shown that marked differences exist in the quantitative aspects of certain textbooks in economics. Do equal differences exist in the qualitative aspects of the texts? In this part an honest effect is made to be fair and set forth objective material, but as it is a difficult task, I seek the indulgence of the reader. In the study of this question, let us examine three phases. First, what purpose does each author set forth as paramount in developing a high school text? Second, what organization is used in achieving this purpose? Third, is the author qualified to write an economics text for the secondary school?

In considering the purpose of the author in writing a text, a statement will be cited from the preface of each text. Then in light of this statement, an opinion will be set forth on each book.

Roy O. Hughes - Fundamentals of Economics (Revised edition)

"This book is an attempt to present the fundamental principles and ideas of economic thought and practice in such a way as to appeal to boys and girls in the later years of the secondary schools." The book deals with the principles of economics but is written in such a way that it can be easily understood.

Eugene B. Riley - Economics for Secondary Schools (Revised edition)

"The primary purpose of a textbook in economics for secondary schools should be to acquaint the student with the

economic institutions of modern society and their practical workings." He develops the accepted economic principles in light of existing business institutions.

Harold S. Sloan - Today's Economics

"This book presents an organized plan by which the student, through his own experiences and reasoning, is made familiar with the institutions, practices, and principles of our economic life." Mr. Sloan in a brief business like manner expresses the relation of economics to the world of work.

Arthur L. Faubel - Principles of Economics (Revised edition)

"There is and can be no more justifiable subject matter than that of Economics, except perhaps, Physiology. Aside from the study of man as a marvelously developed human machine, the study of the means and methods of supplying the needs of that machine is certainly of first importance. This satisfaction of human desires is the beginning and end of economic activity." This text seeks to convey to the pupil a knowledge and understanding of economic theories and principles through practical problems and illustrations based on existing institutions.

Jacob Klein and Woolf Colvin - Economic Problems of Today

"The purpose of this book is to supply the reader with the means of understanding the important current economic problems." This text includes many problems connected with contemporary economic life and the authors set forth the facts on both sides of controversial issues.

Charles Ralph Fay - Elements of Economics
(Revised edition)

"This book is written not from the point of view of the scholar and theorist but from that of the practical business man. It is based upon the assumption that in business the most important factor is the entrepreneur or business man. He is at the center of production and he is at the center of distribution; profits are the pivot upon which our economic activities turn." The author follows the beaten path by explaining generally accepted economic principles as they aid in the understanding of business practice today.

James F. Corbett and Minnie L. Herschkowitz - Modern Economics

"The authors believe that social changes must be interpreted for students. Intelligent citizenship requires an understanding of the conflict which has arisen between a system of laissez faire and the necessity of social control because this conflict affects the welfare of the nation." This book moves toward social reform and it advocates many changes in our present system.

Howard C. Hill and Rexford Guy Tugwell - Our Economic Society and Its Problems

"We hope, therefore, that the book will be accepted as an earnest, painstaking, and thoughtful attempt not only to explain our economic and social life to students, but also to help establish in them economic and social attitudes necessary to fulfill the responsibilities and duties of a citizen." The authors set forth many economic problems connected with raising the levels of living among various classes of people.

In summarizing the different authors, they might well be placed in three groups according to the point of view they represent. First, one group adheres to the economic principles and theories which have been in general acceptance for many years and applies them to established institutions. Second, another group seeks to touch on recent problems in light of economic principles but the writers avoid any statement of opinion which might be interpreted as a possible solution. On controversial subjects they present both sides and allow the pupil to draw his own conclusions. Third, still another group presents certain modern problems and advocates social control of our country today.

From these statements by the authors, it seems reasonable to conclude that there is little general agreement as to the purpose of an economics textbook in the secondary school. Particular attention is directed to the aim of Mr. Charles Fay, and Mr. Arthur Faubel as these authors are very popular in Massachusetts high schools.

The question of how the organization of the text meets the purpose of the author is the next consideration. A brief statement of the contents as outlined in the front of the book will be supplemented by a judgment based on certain phases of the text.

Roy O. Hughes - Fundamentals of Economics (Revised edition)

The writer has the ability to simplify and present in an interesting sytle the principles of economics. The content of the book outlines a brief history of man's economic develop-

ment, wants and their satisfaction, supplying goods, buying and selling, where the returns from production go, and the government in economics.

Mr. Hughes states that the laissez faire doctrine has not worked out in practice and there is a need for social regulation. He then distinguishes between social regulation and socialism; however, the book does not devote a great deal of attention to problems which have grown out of the depression.[1]

Authur L. Faubel - Principles of Economics (Revised edition)

Mr. Arthur Faubel in a clear, sanguine style develops our economic life from ancient times to the present. The following titles are listed: Our economic development, the theory of value, desire, scarcity, the market, value in the market, market price making, supply and demand, the business of marketing, wholesale and retail marketing, the commodity exchanges, the security exchanges, money, the medium of marketing, the value of money, changes in the value of money, banking and credit money, American banking to 1914, the Federal Reserve System, agricultural banking, foreign marketing and exchange, the tariff and the American tariff policy, production and distribution, the organization of production, monopoly production and its control, principles of production, diminishing returns, the sharing of rent, interest, and wages, the wage system, taxes, economic changes, long time trends, cycles and seasons, reforms.

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[1]Roy O. Hughes, Fundamentals of Economics, pp. 416-418.

The author does not mention the laissez faire policy but he does make this statement which reflects his attitude: "Large-scale industry can be and usually is much more efficient and economical than many small enterprises, each competing with the others..... The old attitude against price-maintenance agreements has so far changed that for several years there has been a bill pending in Congress to permit such agreements..... All this indicates that our old "trust-busting" attitude is no longer the order of the day..... There is, for example, a continuous running fire of criticism now going on against our Sherman law, all directed toward its repeal or modification."[1]

Eugene B. Riley - Economics for Secondary Schools
(Revised edition)

This book is written in such a way as to maintain a balance between academic theory on the one hand and economic description on the other. He deals with consumption, production, forms of business organization, exchange, value, price, banking, money, credit, railroad transportation, international trade, distribution, rent, interest, wages, labor, profits, single tax, socialism, public finance, the new deal, and characteristics of present day economic society.

The writer feels the faults of our present economic system might well be described in the two words "waste" and "inequality".[2] However, he does not discuss either of these suggested shortages at any great length.

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[1]Arthur L. Faubel, Principles of Economics, p. 319.
[2]Eugene B. Riley, Economics for Secondary School, p. 382.

Harold S. Sloan - Today's Economics

Mr. Harold Sloan by the use of interesting news stories introduces various principles of economics. One chapter is devoted to each of the following topics: The community, the American corporation, money, prices, banks, the clearing house, the Federal Reserve Bank, capital, the factory, the farm, the family budget, the market place, monoply, foreign goods, the government, the way people live, and the depressions.

The author presents both sides of the laissez faire doctrine and then mentions instances in which the policy has failed to promote the best interest of society as a whole.[1] He then summarizes some of the activities of the government in business since the depression, but the author is careful to interpret rather than advocate change.

Jacob Klein and Woolf Colvin - Economic Problems of Today

The writers in an intriguing style present both sides of controversial questions and allow the reader to draw his own conclusions. Some of the economic problems presented are as follows: Markets and prices, you're always a consumer, business today, uses of statistics and accounting in business, the worker faces new problems, risks and their control, corporation finance, speculation, big business, public utilities and government regulation, railroads and transportation, monetary problems and the gold standard, business and banking, the gold standard, business and banking, the banking system, unem-

[1] Harold S. Sloan, Today's Economics, p. 293.

ployment and business fluctuations, international trade and reparations, problems of the land owner, problems of public finance, the problem of inequality, and social and economic reform.

Charles Ralph Fay - Elements of Economics
(Revised edition)

This text explains in a conversational style the long accepted economic principles. The table of contents develops consumption, production, exchange, distribution, and public finance. It hints that certain controversies are taking place concerning the laissez faire theory of business. The book then proceeds to set up a forceful defense of the laissez faire policy.[1] Mr. Fay's definition of economics epitomizes the organization of the book. He states, "Economics is the scientific study of how men make a living."

James F. Corbett and Minnie L. Herschkowitz - Modern Economics

The authors cast tradition to the winds and in a vivid, readable style advocate certain social adjustments for our economic order. Modern economic problems and issues are emphasized at the expense of accepted economic principles and theories. The text leaves little doubt in the mind of the reader as to the course which should be followed; for, the authors set up a tentative plan with a suggestive solution for our economic dilemma.[2] The book reveals many salient topics in connection with the rise of capitalism, the profit system,

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[1]Charles R. Fay, Elements of Economics, pp. 131-133.
[2]James F. Corbett and Minnie L. Herschkowitz, Modern Economics, p. 567.

social control of a complex society, a new deal, and the rise of new social orders.

Howard C. Hill and Rexford Guy Tugwell - Our Economic Society and Its Problems

In a lucid informal style the writers contrast the modes of living that exist among various people in this country with the hope of creating an earnest desire to improve certain living conditions. The book presents the story of our economic society, present levels of living, raising the levels of living by improving methods of production, raising the levels of living by improving the conduct of business affairs, raising the levels of living by redistributing income, raising the levels of living by wise use of income, raising the levels of living by international cooperation, raising the levels of living by considering alternatives to laissez faire.

What conclusions can be drawn from the organization of these recent text books. It seems evident that the formal principles and theories of economics still occupy an important place in the text. Most authors recognize the significance of recent economic trends but only a few discuss live controversial issues. The texts cannot interpret the daily events, because the books are months old by the time they are available to the class room teacher. Recent authors do not seem to be in general agreement as to the approach, style, and organization which will lead to a better understanding of the subject of economics, but for the most part they renounce the laissez faire doctrine as not being in harmony with American principles of democracy.

## The Background of Each Author

One of the common criticisms of economics textbooks for high schools is that they are written by men who lack an understanding of the pupils' needs in the secondary school. Now, let us consider the background of certain authors to ascertain their qualifications for writing a textbook in economics for the secondary school.

Roy O. Hughes - Department of Curriculum Study and Research, Pittsburgh Public Schools

Arthur L. Faubel - Department of Economics, New York University, Graduate School of Business Administration, Former instructor in the High Schools of New Jersey

Eugene B. Riley - Chairman Department of History and Economics, Thomas Jefferson High School, Brooklyn, N. Y.

Harold S. Sloan - Associate Professor of Economics, New Jersey State Teachers College, Montclair, N. J.

Jacob Klein - Instructor in Economics, Thomas Jefferson High School and Brooklyn College, Brooklyn, N. Y.
and

Woolf Colvin - Chairman, Department of Economics, Eastern District High School, Brooklyn, N. Y.

Charles Ralph Fay - Erasmus Hall High School, Brooklyn, N. Y.

James F. Corbett - Instructor in Economics, New Utrecht High School, Brooklyn, N. Y.
and

Minnie L. Herschkowitz - Chairman, Social Science Department, New Utrecht High School, Brooklyn, N. Y. Lecturer, Long Island University, Brooklyn, N. Y.

Rexford Guy Tugwell - Former assistant Secretary of Agriculture, Professor of Economics, Columbia University
and

Howard C. Hill - Assistant Professor of the Teaching of Social Science, The School of Education, and Chairman of the Department of Social Science of the University High School, The University of Chicago

The writers of the textbooks examined include six who are directly connected with the high schools of Brooklyn, N. Y. One who is a professor in the Montclair Teachers College where experimental work is being conducted with high school pupils, two who are college professors with high school affiliations, and the last writer served in the Department of Agriculture while on a leave of absence from Columbia University. From the background of these authors, it would appear that they were qualified to write for the secondary school pupil.

Conclusions on Textbook Analysis

First, a multiplicity of textbooks are on the market. Second, there are wide variations in the number of lines devoted to different topics by different authors. Third, many textbooks do not include certain pertinent topics. Fourth, the popularity of certain economics texts in Massachusetts high schools seems to indicate that the economics teachers in Massachusetts are conservative in their point of view. Fifth, because a book has been published since 1929 does not indicate that it includes the problems that were both a cause and effect of the depression. Sixth, visual aids are used freely in many books but there is no pattern which publishers follow. Seventh, there are many writers today in this field who are high school educators. Eighth, certain authors recognize the importance of current economic problems, but few develop them fully.

## CHAPTER V

## A TENTATIVE JUDGMENT WITH RECOMMENDATIONS

The purpose here is to evaluate the status of economics in the high school as revealed in Part I, then in light of the needs, advance certain recommendations.

It is apparent that the subject of economics is facing a crisis. This is substantiated by the fact that problems of democracy has shown a marked increase in states where enrollments in economics have declined. As both subjects are offered in the twelfth grade, it is reasonable to assume that this decline in economics was due in part to the increased registrations in problems of democracy.

Economics is now offered in about one-third of the high schools in this country, yet less than 5.0 per cent of the pupils are enrolled in the course. In view of the fact the subject has been reported by an increasing number of high schools since 1922, the writer feels economics should now be a recognized course in some definite division of the curriculum. Nevertheless, when the program of studies is examined, economics usually appears as an elective course, in the history or commercial department. Are the commercial teachers qualified to teach economics? It is the belief of the author that their background and training is not adequate to qualify them to teach in this field. Many high schools include economics in the history department. Is

it not time to create a social studies department which stands on its own feet? As long as economics, problems of democracy, social studies, sociology, and community civics have no definite place in the program of studies, there will be haphazard organization and unsatisfactory results.

Economics has gained marked impetus in Massachusetts during the current school year. The subject appears in 67.7 per cent of the senior high schools and 7.8 per cent of the pupils are registered in the subject. This data indicates that no appreciable number of the students are availing themselves of the opportunity to study economics. Since the high schools offer the subject, the burden of increasing the enrollment rests largely on the classroom teacher.

The textbooks, for the most part, are unable or unwilling to devote proper consideration to contemporary problems. For example, little attention is given to the consumer and the knowledge necessary to develop intelligent buying habits. It is essential for teachers to enrich the course by introducing live, practical material which will challenge the pupil, if they are to create an abiding interest in economic problems.

From the preceding discussion, it is obvious certain changes should be contemplated in the organization and teaching of economics. Primary considerations for the development of a practical or functional course in economics are incorporated in the following suggestions:

First, certain concrete objectives need to be developed.

Second, methods and organization are needed to accomplish desirable results.

Third, practical materials are necessary which will aid the pupil to participate more intelligently in a changing social order.

# PART II

# A SUGGESTED FUNCTIONAL COURSE OF STUDY IN ECONOMICS

# PREFACE

This suggested functional course of study is an attempt to base senior high school economics on the principles of economic democracy. The subject should be adapted to the needs of all twelfth grade high school pupils, and should enable these pupils to participate more intelligently in a changing social order.

The objectives are related to certain shortages in our economic system which tend to prevent harmonious living among various groups of people. They are broad in character so that the initiative and imagination of the teacher will not be dwarfed in planning her daily assignments.

The purpose of this functional course of study is to offer some concrete suggestions to the teacher of economics. The examples and illustrations presented here are based on classroom situations. A demonstration in the teaching of a controversial issue is set forth by a specific example; definite units of work are organized around some of the objectives which are listed; various types of questions are mentioned to check pupil reactions; finally, materials and methods are indicated for achieving this most significant task of developing a knowledge, understanding, and appreciation of economic democracy.

# CHAPTER VI

# THE OBJECTIVES

## The Nature of the Objectives

It is claimed that the standard of living in this country is the highest yet achieved by the human race. Are we to assume that now it is time to rest on the oars? Can our citizens drift into a feeling of crass indifference, satisfied with the thought that we have solved our economic problems?

Consider some of the figures presented by the Department of Commerce in The World Almanac for 1937. The total income reported for the United States in 1935 was $53,578,000,000; in 1929 $78,632,000,000; and in 1933 $44,940,000,000. Should these violent fluctuations be accepted as a normal reaction of the business cycle? The national debt increased from $16,931,197,748 in 1929 to $33,778,543,494 in 1933. Must we accept this as an act of fate? The population of this country was 127,521,000 in 1935 and of this number 31,800,000 lived on farms; however, the total income for the farmer in 1935 was only $3,692,000,000. What standard of living does the farmer enjoy? The average yearly wage for farm helpers during 1935 was $520.52, excluding board, yet in 1936 William Randolph Hearst received a salary of $500,000, according to the treasury report. Are such inequalities in harmony with the principles of democracy? While labor was

fighting to get a minimum wage of $5.00 a day, Mrs. McLean gave a New Year's party to celebrate the return of prosperity which newspaper men claimed cost over $50,000. After the death of Colonel E. H. R. Green in 1936, it required eight armored cars to transport the $25,000,000 fortune in uncut diamonds, jewelry, cash, and stamp collections from South Dartmouth to Boston; nevertheless, the Federal Emergency Relief Administration at Washington stated that in May 1935 approximately one-seventh of the population of the United States was wholly or partly dependent upon public relief funds for subsistence. Is there any remedy to such a condition? While production is increasing steadily to the point reached in 1929, we have nearly ten million workers still unemployed. Can we have prosperity with millions of able bodied workers unemployed? In the last few years many of our big business men have been called before the Senate investigating committee to explain certain questionable business dealings. Did unfair business practices help to cause the depression?

If we analyze our economic environment, can we deny that certain grave problems assail our future prosperity? Are there not certain weaknesses in our present economic system that prevent a realization of democracy in our world of work? If democracy is to function in the field of economics, is it not essential that we have an enlightened citizenry? In this course of study the objectives are developed from certain weaknesses or shortages as they exist in our system today.

## Suggested Objectives for a Functional Course of Study in Senior High School Economics

These objectives are related to certain shortages in our present economic system. From these objectives units of work may be developed which will meet the needs of both the pupil and the community at any particular time.

Shortage: A lack of an intelligent interest in economic problems

Specific Objectives:

1. To develop the habit of reading the daily newspaper articles dealing with local, state, national, and international economic problems

2. To develop the habit of reading the weekly and monthly magazines to gain the interpretation of astute economists, government officials, and men of affairs dealing with economic issues

3. To direct the attention of the pupil to certain writers who can present economic facts in a vivid, unbiased way

4. To encourage the pupil to become acquainted with certain books written for popular consumption and developing pertinent phases of economics

5. To reveal to the pupil the humor that exists in cartoons and occasional articles in current publications

6. To encourage the pupil to avail himself of every opportunity to listen to economic discussions over the radio, in public meetings, forums, and school assemblies

7. To acquaint the pupil with the potential influence of every consumer in our economic order

8. To impress the pupil with the idea that individuals who take no active interest in trying to study and improve our economic system have

little justification for criticism of economic policies, or the men behind them

9. To direct the study of the pupil to a knowledge and understanding of modern economic institutions as they are reflected through economic principles, laws, theories, terms, and processes

10. To organize the school business in such a way that all the pupils desire to cooperate and share in the responsibilities and benefits

Shortage: A lack of an equitable distribution of wealth

Specific Objectives:

1. To develop an understanding of the inequalities which exist on various levels of living due to the concentration of wealth in the hands of the few

2. To develop a knowledge and understanding of the economy of plenty which would grant everyone comfortable housing, adequate clothing, and plenty of wholesome food

3. To direct the study of the pupil to a fairer distribution of wealth through earned incomes, reasonable returns on capital and fair profits on prudent investment in land

4. To acquaint the pupil with the profit theory of business as it serves to concentrate wealth

5. To develop a knowledge and understanding of the speculative privileges enjoyed by business men

6. To acquaint the pupil with present schemes and suggested theories of taxation

7. To develop a knowledge and understanding of who pays our taxes and how they are spent

8. To develop an understanding of taxation as it might help to prevent an undesirable concentration of wealth

Shortage: A lack of opportunity for the industrially weak

Specific Objectives:

1. To develop an understanding of the effect of the competitive system on the freedom of opportunity

2. To reveal the place of single proprietorship and partnership in the business world of today

3. To direct the study of the pupil toward an understanding of the effects of concentration and centralization of business as exemplified by the corporation, holding company, and other forms of big business

4. To direct the attention of the pupil to the advantages now held by big business in buying and selling

5. To develop a knowledge and understanding of the various types of credit as they effect business today

6. To develop an understanding of the trend toward chain stores in many lines of business

7. To direct the attention of the pupil to certain types of business organization in which monoply is beneficial to the public interest

8. To develop a knowledge and understanding of the legislation which seeks to prevent business monopolies against the public interest

9. To direct the attention of the pupil toward the private business agencies that seek to eliminate unfair trade practices

10. To call the attention to the attitude of the courts toward business as it is organized today

Shortage: A lack of an intelligent understanding between the employer and employee

Specific Objectives:

1. To direct the attention of the pupil to the activities of man which have tended to organize labor through the various stages of his

economic development

2. To acquaint the pupil with the basic labor problems which have grown out of the machine age

3. To direct the study of the pupil to the functions of labor unions

4. To examine the tactics, methods, and weapons of the employer and employee during labor controversies

5. To develop a knowledge and understanding of the advantages and disadvantages of vertical and horizontal labor organization

6. To acquaint the pupil with what has been done by our state and national governments to improve the health and working conditions of all classes of workers

Shortage: A lack of superior business executives

Specific Objectives:

1. Consider the changes in our economic order since 1900

2. Consider the debt of the business executive to the board of directors

3. Consider the profit motive and its effect on the conduct of the executive

4. Consider the lack of appreciation of many employees

5. Consider the specialized knowledge necessary in many industries to be an executive

6. Consider the whole effect of big business on the relations between the employer and employee

7. Consider the following qualities suggested for business executives:
    a. Integrity (Honesty in all dealings)
    b. Social sympathy (Magnanimity towards the worker)
    c. Intelligence (Ability to handle men

or things)

d. Courage (Fighting against unfair practices in business)

8. Consider the emotional appeal of some vivid stories of men who have gained business success and at the same time have stood for the principles of economic democracy

a. Men living or dead
b. Men known and unknown

Shortage: A lack of jobs for those who are able to work

Specific Objectives:

1. To acquaint the pupil with the problem of insecurity in employment as it exists under the competitive profit-seeking system

2. To direct the study of the pupil to the local, state, and national relief problem

3. To develop an understanding of the effect of women, children, and old people in various types of employment

4. To direct the study of the pupil to the significance of a reduction in hours, seasonal employment, and unemployment insurance

5. To examine the part which is played by family influence, racial influence, religious influence, and social influence in securing employment

6. To develop an understanding of the possibilities of civil service extension in government positions

7. To draw the attention of the pupil to various kinds of public and private employment agencies

Shortage: A lack of purchasing power among workers

Specific Objectives:

1. To develop an understanding of the premise that the worker is a source of consuming power

2. To direct the attention of the pupil to the effect of the competitive system on wages, and wage payment plans

3. To develop a knowledge and understanding of the effect of the Social Security Act, minimum wages, workman's compensation, life insurance, and property insurance on purchasing power

4. To study the results of speculation in stocks, commodities, or land on purchasing power

5. To direct the attention of the pupil to the effect of social psychology through high-pressure salesmen and advertising

6. To develop a knowledge and understanding of the wise use of income through the family budget, and prudent buying habits based on thoughtful reflection of consumer problems

7. To direct the attention of the pupil to the various cooperative buying and selling associations here and abroad

8. To acquaint the pupil with the potential force of private research agencies which analyze and compare products that are being sold

9. To direct the attention of the pupil to the effect of installment buying, charge accounts, and other forms of credit on purchasing power

Shortage: A lack of opportunity for the farmer

Specific Objectives:

1. To develop an understanding of the significance of the farmer in our economic system

2. To gain an understanding of rural poverty as it exists today

3. To study suggested methods which will help the individual farmer in marketing his commodities at a fair price

4. To direct the attention of the pupil to the effect of price fluctuation

5. To develop a knowledge of cooperative buying and selling associations

6. To gain an understanding of methods of crop control

7. To examine plans which reduce the uncertainty of the farmers' future such as crop insurance

8. To study the soil conservation problem

9. To gain an understanding of banking as it is related to the farmer

Shortage: A lack of provision for the cyclic changes in business

Specific Objectives:

1. To develop a knowledge and understanding of the business cycle and the resulting depressions

2. To acquaint the pupil with the possible business responsibilities in planning for cyclic changes

3. To draw the attention to the possible government activities which might be planned to stimulate business when necessary

4. To direct the study toward a knowledge and understanding of our monetary system and the effect of deflation and inflation on the business cycle

5. To develop an understanding of the difference between a debtor and creditor nation and the effect of each on business relations both here and abroad

6. To examine the effect of reparations and war debts on the business cycle

7. To develop a knowledge of our banking system and the part it plays in the business cycle

8. To direct the attention of the pupil to a knowledge and understanding of international trade as reflected through tariff, reciprocal trade agreements, foreign quotas, and embargoes

Shortage: A lack of government regulation for the public interest

Specific Objectives:

1. To develop a knowledge and understanding of government regulation through an analysis of certain social and economic orders in our world today
   a. Laissez Faire
   b. Fascism
   c. Economic Democracy
   d. Socialism
   e. Communism

2. To examine ways and means by which the government can protect business by eliminating unfair trade practices

3. To develop an understanding of the part the government might play in furthering the cause of the employee and employer

4. To direct the attention of the pupil to the possible significance of more government regulation in matters of finance, banking, money, prices, credit, and market conditions

5. To develop an understanding of how municipal or government ownership of certain services, as light, heat, and water,may safeguard the public interest

6. To direct the study of the pupil to the suggested ways agricultural production and distribution may be aided by the government

7. To direct the study of the pupil to the suggested ways that the government might aid and protect all consumers

8. To acquaint the pupil with suggested conservation policies for resources which might be conducted under government supervision

9. To direct the attention of the pupil to the part our government might play in stimulating international trade and preventing economic nationalism

10. To develop an understanding and appreciation of all government movements and tendencies that tend toward economic democracy

## CHAPTER VII

## SUGGESTED METHODS AND ORGANIZATION

"Only as the student is guided and encouraged by the wise teacher through activities and experiences to search out and interpret by careful discussion the most pertinent knowledge, vital facts, opinions, ostimates, etc., will he be able to integrate it all into definite thought and action patterns which will, in turn, constructively guide him throughout his life.

"In constrast with the lack of real comprehension inherent in a program of fact-gathering or history-reciting apart from their relation to the problems of the present, the expected outcomes of this broader program will be real understandings, appreciations, and constructive activity directed toward furtherance of the general welfare.

"The degree of real comprehension and understanding achieved by the student will depend, of course, upon such important factors as his own native ability, his willingness to work persistently, and the wisdom displayed by those who guide and stimulate his efforts. Most of those factors are subject to improvement, and the actual achievement of optimum conditions in this respect should be the constant aim of the understanding teacher.

"Since, in the practical situation of the classroom, varied abilities, capacities, and interests will be found, the necessity of adjusting this program to the interests and needs of varying individuals is obvious. It is believed that the program here presented possesses the flexibility necessary to lend itself to such adjustment. Under it, students can be led according to their abilities to engage in activities different from or in addition to the general core of the unit. Advanced or retarded students can thus be guided into a minimum or an expanded program of activities which match their capabilities. As the main outline of the unit is expanded in the direction of enriched contributions from the past, the present, or likely future, the entire class and the student himself will mutually benefit."[1]

### Teaching Techniques

"The techniques of teaching in high school econom-

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[1] Teacher's Outline and Guide in Contemporary Problems, Oakland Public Schools, Oakland, California, pp. 5-6.

ics have not been worked out to the extent that they have in other subjects. For this reason perhaps, and because economics is frequently classified with the social studies, it has fallen heir to the techniques of history teaching. Or else it is presented in the high school in the same way that the instructor learned it in college. The second plan, naturally, has met with little more than varying degrees of failure; the first is unfortunate because the techniques of history teaching are not suitable to the presentation of economics.

## The Assignment

"Emphasis upon written work makes the assignment an important part of the economics recitation. And assignments there must be. If home work is not possible, then supervised study periods are essential. Sometime each day the pupil must plow up a little new ground for himself. Such help as is found necessary can be given by the instructor at the end of the period when the assignment is made. An overview with advance explanations of the more difficult points, suggested methods of attack, and hints here and there of answers and solutions will prepare and encourage pupils for the work ahead. Preferences will govern the procedure for this written work. It may be prepared in a loose-leaf notebook with one half the page left for corrections. The prepared assignment can then be corrected the following day in class, directly opposite the original work and in the light of the class recitation. Such a plan not only makes for alertness during the period, but, if the papers are collected at the end of the hour, gives the instructor an opportunity to credit the pupil for both the prepared assignment and the thoroughness with which corrections are made. Others may prefer to forego the corrections and collect the papers at the beginning of the period, or else allow them to remain in the hands of the pupils for periodic review.

## The Problem Type Recitation

"The nature of the recitation will depend, of course, upon the character of the assignment. When short problems have been prepared, have one or more pupils work them out on the board. While this work is being prepared, proceed with the recitation by directing to the class questions relating to the topic being developed. The board work can then be checked, and errors, omissions, or points not made clear may be submitted to the class for correction or revision. If the assignment is a chart requiring too much time to place on the board, one pupil may be asked to come before the class and explain the one he has prepared. Such a report can be made doubly effective if a reflectorscope is available to project the pupil's chart in enlarged form on a screen. This type of

recitation has the advantage of impressing the pupils with the importance of having their work well prepared and makes the correction of notebooks easy.

## The Modified Lecture Type Recitation

"Subjects like foreign trade, bimetallism, and international debts lend themselves to a modified lecture form of recitation. A skeleton chart is placed on the board; then the class is asked to trace a sequence of events such as, for example, the shipment of a bill of goods, the issuance of a bill of exchange, its sale to the bank, its path to the foreign bank, and its eventual collection from the debtor. By means of arrows the instructor records each step on the skeleton chart. Frequently thought questions can be injected into the procedure; the entire class is asked to think for a moment, and then a show of hands indicates those who are ready with the solution.

## The Socialized Recitation

"The socialized recitation, too, has its place. A part of the class organizes itself as a bank, appointing a teller and bookkeeper. Others are depositors in the bank. A statement showing the bank's condition is placed on the board; and as deposits are made, cash withdrawn, notes discounted, etc., by the customers, changes are made in the bank's statement by the bookkeeper. The subject of the clearing house lends itself particularly well to this treatment. Sometimes the topic may be a bit too involved to risk entire pupil handling. The class may then be organized in much the same way with the instructor assuming leadership. A market place can be so illustrated with the pupils as buyers and sellers.

## The Discussion Type Recitation

"Discussion periods stimulated by questions and answers cannot be surpassed for some topics. When new ground is being covered, the procedure will be deliberate, and many thought questions will be included. The essential point in a recitation of this kind, however, is that there be steady progress according to a preconceived plan, ending with the last item in a body of knowledge or the last link in a chain of reasoning. Some bypaths are necessary to assure free expression, but the main theme should be kept always in the foreground. A board outline will assist if developed as the discussion proceeds.

## FIELD OBSERVATIONS

### Pupil Experiences Limited

"Few pupils have been behind the scenes of a commercial bank, witnessed the manner by which retailers obtain their food products at the early morning markets, seen working conditions in a large manufacturing establishment or behind the front counter of a large city post office, or entered types of habitations other than those represented by their own standard of living.

### Advantages of Field Work

"Every community offers some opportunities for first-hand observations of economic institutions and customs, while in a metropolitan region the possibilities are legion. All the time and energy spent in ferreting out the sources for this type of education, in overcoming the inertia if not the prejudice that sometimes exists against it, and in attending to the multitudinous details involved in organizing and conducting field work will well repay the instructor. It makes the study of economics a living thing; it motivates the pupils to exert their utmost endeavors; and it arouses certain emotional reactions, the effects of which are lasting even though the particular circumstances be forgotten.

### Requisites

"There are three outstanding requisites of good field work in high school economics: precision, unity, and balance.

"Precision depends upon thorough and careful planning. The pupils should be specifically informed as to the particular things that they are expected to observe, and the observations should have a direct bearing upon the current classroom work. Questions, the answers to which can be ascertained during the field trip, may be suggested to the entire class, or different questions may be assigned to various groups. Either plan presupposes utter familiarity on the part of the instructor with every situation to be observed. The same thorough planning in the matter of the route to be followed is essential. Particularly if the trip is to be taken by bus, every street must be known, every turn planned, and every stopping place determined. Not a moment's hesitation nor a single element of uncertainty must be allowed to rob the trip of valuable time or the pupils of needed energy.

"Unity implies one clearly defined theme for each field trip. The subject may be working conditions, levels of living, markets, banking, or something else. But whatever it is, no interrupting situations during the trip should be allowed to divert attention from the central topic. Often,

while traveling a certain route, it is a temptation to include in the itinerary places of interest that are irrelevant to the main theme. More is lost than gained by this procedure. If the subject of the trip be well chosen and the possibilities sufficiently explored, the pupils will receive, within the scope of the chosen theme, all the impressions they can possibly assimilate. Moreover, their impressions will be more vivid and their ideas more easily organized if all extraneous material be rigidly excluded.

"Balance is more difficult to attain than either precision or unity. It suggests the danger of overemphasizing one phase of a subject. Consider, for example, the topic "Levels of Living." Proper balance would demand that the itinerary include habitations of the rich and the poor as well as those of the middle classes. Certainly to concentrate the observations in a slum district or in any other one district would distort the true picture. A trip on working conditions might justly give more weight to observations illustrating highly specialized division of labor, because this is an outstanding characteristic of American industrial life. But every effort should be made also to see cases of highly specialized technicians tending intricate automatic machinery, such, for example, as screw and bolt machines. Hotel kitchens, garment factories, and newspaper plants are fruitful sources for still other kinds of working conditions. If some vestiges of the handicraft system can be found, such as an art furniture shop, an interesting contrast is added to the observations and a more accurate impression is gained of working conditions as a whole.

## Good Records Essential

"The attainment of these requisites of good field work in high school economics depends in no small way upon good organization. An abundance of readily available material from which to make up an itinerary, for example, is essential. This requires, in the first place, a constant reaching out for new contacts. Introductory calls are first made, at which time the nature of the field-type of education is explained and cooperation solicited. If that is forthcoming, all relevant data-name of organization, individual's name, location, street directions, nature of observations, time to allot, etc.- are filed in a card index and cross-referenced under subject, location, etc. Data are added to the cards from time to time, such as dates of calls, student impressions, points to emphasize, cordiality of reception, etc.

## Planning a Field Trip

"Given this sort of an organization, planning a day's

observations becomes a simple matter. About three weeks before the proposed trip, the cards are consulted and a tentative itinerary is prepared. Letters are then written asking permission to call. Substitutions are made when necessary until the final itinerary evolves. This is then mimeographed. Three days before the trip, reminders are mailed; and immediately following the trip, letters of thanks are written to all who have cooperated in making the observation possible.

Newspaper Clippings

"For this daily effort the pupil is entitled to see some practical results. To this end encourage the pupils to bring newspaper clippings to significant economic viewpoints and events. At the beginning of each recitation, consider only those having to do with subjects that have already been covered. Solicit interpretations from the pupils, seeing to it that what has already been learned is applied. To the economics recitation this is a brief daily review; to the pupils it may well become a fascinating game. Clippings relating to topics not yet considered may be filed for future use under chapter title and unit headings. As time goes on, then, the file yields certain clippings every day which are specifically related to that day's topic. These may be used effectively in summarizing the recitation. Again, throughout the class period a carefully selected list of clippings may be used as case studies. This gives a practical touch to the discussions, and with proper guidance engenders sound habits of formulating judgments on the basis of knowledge rather than prejudice. Using newspapers in these three ways will, it is believed, give the pupils that sense of accomplishment which is so essential to continued interest and effort."[1]

Newspaper clippings dealing with objectives which are under discussion may be brought into the daily class recitation. A question might be raised regarding the advisability of shifting units of work to parallel current events. In the General Motors strike the class finished the unit under discussion and then considered a unit on strikes, principally because of the current situation. In general, the

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[1]Harold S. Sloan, Teacher's Handbook to accompany Today's Economics, pp. 1-6.

writer believes the introduction of clippings should be largely left to the judgment of the teacher.

Developing the Objectives

The following sample units are worked out to illustrate the possibilities that exist in the lucid development of certain broad objectives. The materials were found in the daily newspaper, periodicals, and in many instances pupils saw newsreels which gave a vivid impression of the situation.

One point must be emphasized; it requires a background to create an intelligent interest in a current economic issue. For several days prior to the study of the General Motors situation, we studied different textbooks on strikes and other related problems. During that period of time a vocabulary was built up which would enable the pupil to read the newspaper more intelligently. In the writer's judgment few pupils understand such terms as lockout, collective bargaining, picketing and sabotage. Yet for an intelligent understanding of the General Motors strike, it was necessary to know the meaning of such terms. Then for three more days we followed closely the progress of the strike. At this point it might be stated that it is difficult to estimate the amount of time which should be alloted to any particular economic issue. The scope of the problem, its future implications, and the interest of the class all have to be considered.

## Outline of Unit I

Objective: To develop a knowledge and understanding of the advantages and disadvantages of horizontal and vertical labor organizations

A. The ideal:

> That he that earns and he that pays
> Shall stand together through the days;
> Then all shall find and make it known
> That no man serves himself alone;
> Then judgments shall be wise and just
> And candor shall supplant distrust.
>
> - Guest

B. Study the personality and achievements of:

1. John L. Lewis
2. William Green

C. Discuss the development of:

1. American Federation of Labor (horizontal)
   a. History
   b. Aims
   C. Accomplishments
   d. Attitude towards politics
2. Industrial Organization (vertical)
   a. History
   b. Aims
   c. Accomplishments
   d. Attitude towards politics

D. The meeting of the American Federation of Labor in Tampa, Florida:

1. The action taken regarding the C.I.O.
2. Its relation to the present split in labor
3. The possible effects of splitting labor

E. The attitude and part played by the American Federation of Labor and C.I.O. in recent labor strikes

F. An informal debate on the comparative advantages of the two types of organizations

## Outline of Unit II

Objective: To develop an understanding of strikes as a weapon which may be used in labor controversies

A. Trace briefly the history of strikes in this country.

   1. The methods used in reaching agreements
   2. The cost to the worker in wages
   3. The benefits to the worker

B. The General Motors Strike

   1. The demands made by the United Automobile Workers Union
   2. Mr. Sloan's reply to them
   3. The sit-down strike
      a. The reaction of:
         (1) The immediate community
         (2) Among workers in other factories
         (3) In the courts
         (4) Among government officials
         (5) Public opinion
      b. The part played by the following:
         (1) Alfred P. Sloan
         (2) Homer Martin
         (3) Frances Perkins
         (4) James F. Dewey
         (5) William Knudsen
         (6) John L. Lewis
         (7) Frank Murphy

C. The results:
   1. The terms of agreement
   2. The loss in wages
   3. The damage to the plant
   4. The loss in profits
   5. The cost to the union

D. Possible effects on the future of labor in this country

E. The Wagner labor relations act and its implications in the strike situation

## Checking the Results

One method of checking the results is by questioning the pupil on the facts which have been taught. These questions may well be objective in character so that the pupil can easily measure his progress. The following examples are given to show the possibilities in the field of objective testing. It might be added that the South-Western Publishing Company, New York, New York, has a series of such tests published to accompany their textbook, Business-Economic Problems. Current economic problems will necessitate the framing of questions by the teacher, until some agency provides such a service for the schools.

### Group A True-False Test

.... 1. Samuel Gompers was the founder of the American Federation of Labor.
.... 2. Fundamentally, it is the desire for equality in bargaining power that has stimulated workers to organize unions.
.... 3. The letters "C.I.O." stand for Collective Industrial Organizers.
.... 4. A man who belongs to a company union belongs to the American Federation of Labor.
.... 5. John L. Lewis believes in vertical organization of labor.
.... 6. William Green was once a coal miner.
.... 7. The sit-down strikes are so named because the workers remain seated during the strike.
.... 8. A man to belong to a craft union must be a skilled worker in some trade.
.... 9. The vertical plan of labor organization would include all workers in any given industry.
....10. The American Federation of Labor Convention in Tampa, Florida, caused a split in labor.

### Group B Multiple Choice

1. The principal issue involved in the General Motors Strike was (1) the 30 hour week; (2) union recognition and col-

lective bargaining; (3) the right of employees to strike; (4) a 20 per cent increase in wages.

2. When the terms of agreement in the General Motors strike were announced the American Federation of Labor felt (1) labor had won a victory; (2) the working man received his just reward; (3) Mr. Lewis had compromised; (4) labor had suffered a defeat.

3. The American Federation of Labor Convention in Tampa, Florida, will be remembered principally because (1) it exposed the lobby to kill the Senate investigation of strike-breaking and labor espionage; (2) Mr. Green made frequent attempts to unite labor; (3) Mr. John L. Lewis failed to attend the convention; (4) the craft unions and the industrial unions failed to unite.

4. The most significant result of the General Motors strike was (1) the right of the employees to join a union; (2) the introduction of the sit-down strike; (3) the fact that the employees could not be forced to join any union; (4) the increase in wages; (5) the collective bargaining agreement.

Group C Matching

| | |
|---|---|
| .. 1. Collective bargaining | A. The agency that supported the strike in the General Motors Plants |
| .. 2. President Roosevelt | B. Seizing private property |
| .. 3. Michigan courts | C. Leader of the United Automobile Workers of America |
| .. 4. C.I.O. | D. Vice-President of General Motors |
| .. 5. General Motors | E. The Secretary of Labor |
| .. 6. National guards | F. The legal recourse of the employer |
| .. 7. Homer Martin | G. The governor of Michigan |
| .. 8. Injunction | H. Maintained order during the strike |
| .. 9. Frances Perkins | I. The man who organized the C.I.O. |
| ..10. William Knudsen | J. Wagner labor relations act |
| ..11. John L. Lewis | |
| ..12. Harry Hopkins | |
| ..13. Frank Murphy | |
| ..14. Henry Ford | |
| ..15. Sit-down strikers | |

Group D Completion

1. The three men who drew up the terms of agreement in the General Motors strike were _____.

2. Four objectives of organized labor are _____.

3. The loss in wages during the strike was _____ and if the present increased wage scale is maintained it will require ___ years to recover this loss.

4. The recognition of the right of employees to organize for collective bargaining is now included in _____ _____ act.

5. John L. Lewis is president of _____.

Another device for checking the teaching is through discussion or thought questions. Can pupils who do not have the ability to enter college interpret economic questions? As evidence the writer quotes some pupil reactions to various questions given during the school year.

Questions and pupil responses

1. Comment on Mr. Sloan's statement to the General Motors workers: "Do not be misled. Have no fear that any union or labor dictator will dominate the plants of General Motors Corporation."

....."Mr. Sloan has very much the idea that he can make his employees work for as little as possible. He is a man who makes a very big salary but he thinks the workers can live on little or nothing. If the strikers can strike long enough they will have to give them what they ask."

...."He doesn't seem to think the strikers will succeed and cause General Motors to make terms of recognition with any union. I think the strikes will succeed, after all, it takes money to keep up with prosperity and General Motors can easily afford to pay its workers a little more."

...."But, I think the General Motors will win out over the employees because they have a smart president and they have the law with them."

2. Should the Federal Government take charge of the strike situation?

....."Yes, I should think the government should take the strike situation in hand. The strikers don't seem to be getting anything out of it and thousands and thousands of men are unemployed. The families of the employees are suffering for food, etc. because they have no money."

...."The government should not try to run the business but I think they have a right to see the wrokers are given an even chance to improve their conditions."

...."Not unless it is absolutely necessary. I think the employees and employers should fight their own battles. The employees like to have an opinion in their own problems. If the government steps in the strike will be stopped but the problems will not be solved."

3. Is it right for married women to work?

...."I don't think that women should be allowed to work if they are married and have children. Supposing the wife's husband was crippled, then I think she should help support the family."

...."I think that women should work if they want to, even if they are married and have children. Some people say that they take jobs away from someone else. Why worry about anyone else, they don't bother to worry about you? If both husband and wife work they will be able to give their children much more in the way of social life and when the children grow up they will be able to marry into money."

4. Do you believe in child labor?

...."After having worked over one of those machines for several years they are stoop shouldered, pale, thin. They are high-strung, nervous, and usually grow up hating all mankind and God for having ever been born."

...."I don't think that children should be allowed to work until they have graduated from high school, unless of course they are too dumb to ever get through. As it is now there are a lot of children that quit school to work just because they don't like school."

...."I do not believe in child labor because it lowers the wages among factory workers."

5. Should the government assume some responsibility for the unemployment in our country?

....."The people are taxed to such an extent today that in return we should have some protection for our jobs. The government should also see that a worker gets enough a week so that he can live fairly comfortably - standardized wages to a certain extent."

6. How has the factory system changed the employer - employee relationship?

...."In India they have castes which are not much different from our society. The wealthy people put themselves way above the common laborers. They have an idea laborers are like slaves. I suppose we have exceptions or rich people who do not think they are higher up than the working class."

7. Summarize recent strike developments.

...."Strikes seem to occur when industry is on the road to prosperity and when there is prosperity there is a rise in prices and wages. The original problem is that wages never rise as fast as prices. To the laborer there is but one way to solve this situation and that is to demand higher wages and if the employer refuses the laborer must go on a strike. This "strike" idea does not solve the wage and price problem. The laborer may get a 10 per cent raise and immediately the price of the commodity goes up 15 per cent.

"We cannot, however, blame the laborer, if he strikes for he has to look out for his family as well as himself. I think the employer is more to be blamed than the laborer. When business is on the "up and up" he must be making profit and he can well afford to pay his men a higher wage. The employer has his problems; the price of raw materials are going up, rent, fuel, machinery, and many other expenses increase in line with business, and must be paid."

...."The great upheaval of the General Motors Company has made the entire country strike conscious. The pomous capitalists eyes have been opened to the power of labor by the gallant fight of the sit-downers, who, after all are merely fighting for their right to live. Yet, in their struggle to reach the higher rungs of the ladder, they have wantonly destroyed thousands of dollars worth of private property. In conclusion, we have learned that strikes get the laborers nowhere in the long run."

Teaching Controversial Subjects in the Classroom

This class demonstration was conducted by Professor Roy W. Hatch of State Teachers College, Montclair, New Jersey, before the Department of Superintendents at St. Louis in February 1936. Since Mr. Hatch gave this demonstration it has been my good fortune to have several chats with him. He has given me numerous suggestions in teaching the social studies which are best exemplified in the following teaching situation.

Roy W. Hatch: We are all glad to be here this morning and we are not going to waste any time, but get on our way. I want to set the ideal of this teaching very quickly and very definitely in lines from one of Kipling's great poems. Grace, I will ask you to give those lines.

Grace Niebuhr:

"All we have of freedom,
All we use or know,
This our fathers bought for us
Long and long ago.

"Ancient rights, unnoticed
As the breath we draw,
Leave to live, by no man's leave
But underneath the law."

Mr. Hatch: "Underneath the law." And here we write those words. (Mr. Hatch wrote on the blackboard, "Underneath the law.") And that law, for us in this particular situation, is what law, Lorrayne?

Lorrayne Pfeil: The Constitution.

Mr. Hatch: That is it-we are speaking and thinking today about the Constitution of the United States of America. One of the finest things I know, young people, about all the discussion that has been coming forward in the last few weeks is that at least we are going back and reading our Constitution and trying to find out its significance.

I remember a fine old speech made many years ago by an old farmer back in Massachusetts, old Jonathan Smith. He was a member of the Constitutional Convention in 1780 in Massachusetts when they were discussing whether Massachusetts should accept this Constitution that had been made in Philadelphia and he had listened to debates pro

and con. The delegates were divided and then the old farmer arose and gave us right there an ideal which I would like to hand out to you. Just watch his language; count his words of more than one syllable, please. Here is what he said: "Mr. Speaker, I am a plain man and am not used to speak in public, but when I first heard of this Constitution, I went and got a copy of it and I read it over and over. I did not go to any lawyer in our town and ask his opinion of it. We have no lawyers in our town and we get along just as well without them."

Just think of Jonathan Smith doing that thing. Can you not see that farmer as he went about his work in the fields on his farm and in his barn, repeating the Constitution, clause by clause, article by article, over and over, and thinking about it! It seems to me that is what we are all doing today and should do as far as our Constitution is concerned!

And now we are coming directly to what we have as the nub of our discussion this morning. The young people themselves have set this assignment, and out of our discussions the past week at Cleveland High School, we have put it in this form: "In the light of the important recent decisions of the Supreme Court, does the New Deal deserve a re-deal?"

That is their wording and I repeat it: "In the light of the important recent decisions of the Supreme Court, does the New Deal deserve a re-deal?" (Mr. Hatch wrote the project on the board.)

Now, quickly, give me some of the outstanding recent Supreme Court decisions. George?

George Mitsch: AAA.

Mr. Hatch: The AAA. Give us another, some one?

Doris Lawler: TVA.

Mr. Hatch: Another?

Dorothea Collins: NRA.

Mr. Hatch: All right, there are three outstanding ones. Any others?

Ralph Simon: Gold clause.

(Mr. Hatch wrote the list on the board.)

Mr. Hatch: I wonder now if any of you happen to know or can give me the decision of the Supreme Court, as far as the number of members voting and how they voted, was concerned-how they voted on these questions. What was the vote in the case of the AAA?

Frank Fenenga: Six to three.

(Mr. Hatch wrote the answer on the board.)

Mr. Hatch: What was it on TVA? Joe?

Joe Fleischman: Two to one.

(Mr. Hatch wrote the answer on the board.)

Mr. Hatch: On the NRA-Lorrayne?
Lorrayne Pfeil: Nine to nothing.
(Mr. Hatch wrote the answer on the board.)
Mr. Hatch: And, on the gold clause?
Carl Duesenberg: Five to four.
(Mr. Hatch wrote the answer on the board.)
Mr. Hatch: When I put those figures on the board, what is apparent to everyone, Jeannette?
Jeannette Perrot: They were very undecided about their opinions.
Mr. Hatch: There is a considerable difference of opinion. Right from the start, would you want to draw any conclusions from the very fact that only once were the justices unanimous and once very close in their vote on the gold clause-have you any conclusion or general remark on that set-up? What do you say, Wilbur?
Wilbur Horn: From the figures, I would say in general that they were against the policies of the New Deal.
Mr. Hatch: That the Supreme Court was opposed to the New Deal? Anybody want to disagree? Virginia?
Virginia Leicht: From these figures, I think the Supreme Court has been divided in its attitude toward the New Deal because two of the decisions were for and two against the New Deal policy, and in only one decision were they unanimous.
Mr. Hatch: How about that, Wilbur?
Wilbur Horn: In the NRA decision it seems they were quite certain on that and on the AAA, six to three, while that is not bad, it is bad enough.
Mr. Hatch: All right. What do you say, Charles?
Charles Schmich: Concerning the AAA decision, I might say it is rumored that Chief Justice Hughes was undecided as to which way to vote, but as the vote as it stood was five to three, he decided to vote with the majority, thinking that a five-four decision would place the decision open to criticism, whereas a six-three decision makes it appear that the judges were a little more positive in their opinions.
Mr. Hatch: Well, we have to discount a little for rumor.
I want to ask you this question. We have had, so we are told, over one hundred and twenty decisions during the term of this present Administration. Over one hundred of those have been unanimous decisions on matters that came before the court. Six or eight, however, have been of this type-a five-to-four decision. What is the unfortunate aspect of such close decisions, Pauline?
Pauline Lane: I think it is unfair to accept any

measure by a five-to-four vote, because when men are so divided, the view of one person should not be allowed to swing the entire measure.

Mr. Hatch: Did you get that, John? What do you think about that?

John Becker: I think she is right because in that way a law lies in the hands of one man and the way he votes can change a whole law. I think it should require at least a two-thirds vote.

Mr. Hatch: You would want to change it to require a two-thirds vote?

Charles Blair: Remember that to require a two-thirds vote would be to permit four members of the court to obstruct the will of the court, which is worse than a majority rule.

Mr. Hatch: Come on, now, dig into that. Doris?

Doris Lawler: I think the Supreme Court should remain as it is and that the five-to-four decision should be the law of the land because by making any restrictions on the Supreme Court and saying the law has to be by more than five-to-four decisions in order to become law, you are going to have politics enter into the Supreme Court. If that were changed, if the four men who are for or against it or want the law to pass, why one person may perhaps thru politics go on one side or the other. The way it is, everyone can stick to his own opinion.

Mr. Hatch: The status quo is what you are after. She does not agree with you two people on the five-to-four decision.

But, look-would President Roosevelt, had that decision been against him on the gold clause, for instance, would he have had the right to swing it his way? George?

George Mitsch: Yes, the President could have added new names to the bench because the Constitution states that the President can do this by and with the consent of the Senate. This has been done in our history.

Mr. Hatch: You say we have done that thing? Have we? Do you remember the case?

George Mitsch: It was during President Grant's term. The President appointed two more justices.

Mr. Hatch: Can you give the facts?

George Mitsch: I do not believe that I can.

Mr. Hatch: Who can give the facts? Has the situation ever occurred before where the President has appointed additional members to the Court and so changed the verdict?

Frank Fenenga: Yes, it was done during President Grant's administration. A case went against Grant by a vote of four-to-three so he added two judges and the decision became five-to-four in his favor.

Mr. Hatch: That is an interesting thing. And, had it been the AAA case, how many would President Roosevelt have

had to appoint in order to swing it?

The Class: Four.

Mr. Hatch: He would have had to appoint four to have gotten his decision there. That is, of course, assuming that after they got to the Supreme Court they would follow thru-but it does not always happen that way. We have had many interesting illustrations of men being appointed because of their liberal or conservative points of view who have failed to register that way when they became members of the Supreme Court.

Just before I came to the stage, one of your friends outside gave me a question for you and I put it down on paper. Here it is, "Why should nine men answer for 128,000,000 people?" Do you get it? Well, what do you say to that one-why should nine men answer for 128,000,000 people? What do you suppose he's got behind that? Watch him!

Lorrayne Pfeil: I think that the nine men should rule the lives of the 128,000,000. The members of the Supreme Court are appointed for life and, therefore, they do not have to spend half of their time getting votes from people and, therefore, they are not interested in politics as much as men would be if only in there for a definite number of years. If we left it to Congress, where we have a lot of political graft, our country would certainly go on the rocks.

Mr. Hatch: Frank will you answer that?

Frank Fenenga: Congress instead of the Supreme Court should rule the United States. With nine men in control, we have judicial oligarchy whereas Congress is likely to vote as they think the people want them to vote.

Mr. Hatch: Don?

Don Borlinghaus: I agree with Frank that Congress should rule the country and not the Supreme Court. Congressmen would vote in order to please the people and get their votes and get back in office, while the Supreme Court will do as it pleases and not to really please the people of the United States of America.

Mr. Hatch: What do you say, Ken?

Kenneth Moyer: I think Don and Frank apparently forget that we have a Constitution and as long as we have the Constitution, we should abide by it and when Congress goes against the Constitution, the Supreme Court should tell them that they are wrong. Therefore, we should have the Supreme Court, and keep it just as it is.

Mr. Hatch: What do you say, Melvin?

Melvin Schisler: I think also that the Supreme Court should remain as it is, with the Supreme Court having power to override legislation of Congress, in order to maintain the check and balance system of our government.....

Mr. Hatch: Can you tell me where you will find in our Constitution the clause which the Supreme Court justices reviewed in passing on the AAA case? Quickly, who will locate it for me? I want the exact clause. Who has it?

Janet Hagen: Article I Section 8.

Mr. Hatch: Always read the Constitution that way. Will you read it, Janet?

Janet Hagen: "Congress shall have the power to lay and collect taxes, duties, imposts, and excises, to pay the debts and provide for the common defense and general welfare of the United States."

Mr. Hatch: Now, let us see just what that says. It says Congress has the right to do three things. What are those three things again?

John Becker: Congress shall have power to lay and collect taxes, to provide for the common defense, to promote the general welfare, and to pay debts.

Mr. Hatch: And unquestionably this question swings around what phase?

John Becker: The general welfare.

Mr. Hatch: Now, Walter says that this particular decision is right because the AAA is not concerned with general welfare and, therefore, it is unconstitutional.

Marie Klinge: I think the AAA is constitutional because indirectly it benefits the country at large. Without the farmers we could not get along very well if at all. If we help the farmers the country will be benefited indirectly if not directly, because the farmers are the greatest consumers.

Mr. Hatch: Who will go after that?

Doris Lawler: I think the AAA is class legislation. It is taking money away from the consumer in the form of a processing tax to pay farmers for not raising the so-called basic commodities. For example, if a farmer is paid to reduce his production of cotton and then shifts to corn, nothing is accomplished. In such a case, one farmer is being paid by the government for not raising cotton and is also being paid when he sells the corn. In this way, he is cutting in on the farmer who is not being paid anything by the government, the farmer who is making a living by raising corn.

That is why I think the AAA is class legislation.

Mr. Hatch: Grace?

Grace Niebuhr: Regardless of what the AAA policy is, the question now is whether it is constitutional. In this light, I believe that the AAA is constitutional in that it does provide for the general welfare. I do not know how any of us could get along without the food provided by the farmer. I do not believe I would be able to milk a cow or plow a field.

I do not believe in the policy of the AAA as it has been

worked out but I believe the United States Congress should have the power to regulate the farm industry.

Mr. Hatch: You have made your point very clear. Fred?

Fred Hammer: I believe the AAA is unconstitutional as far as the legal side is concerned. Our Constitution - well, the fundamental parts of the Constitution are the same as they were years ago and today, with different economic needs and social conditions, we are ruling present problems in accordance with the Constitution which was written years ago.

If we are to call the AAA unconstitutional, it is because of our Constitution, which is law, and not because our social needs or economic conditions would guarantee success for helping the average man.....

Mr. Hatch: Now, I want to bring this out. You have brought out your ideas; you have evaluated the evidence in the AAA case. Now, where would you have stood if you had been the Supreme Court? We are enlarging the Supreme Court now from nine to twenty-nine. How many in this group would have voted with the six?

(Eleven students raised their hands.)

And, with the three?

(The other students raised their hands.)

Charles Blair: How would you have voted, Mr. Hatch?

Mr. Hatch: Now, you have had your argument and we are going to pass on.

Wait a minute! I said that for this reason, I am ready to tell you how I feel about the AAA case but before I do so, I would like to know how you think I would have voted. I would like to have a show of hands on that. Now, be fair with me. How many of you think that I would have stood with the six in this decision?

(Four students raised their hands.)

And how many think otherwise?

(The other students raised their hands.)

Mr. Hatch: Now, I will tell you. I agree with the decision.

I do not know whether you are interested to listen to my reasons or not but I would be only too happy to give them to you and I will do so any time now as far as that is concerned.

By the way, I would like to raise another question, but before I do - we are right in our homeroom now and there is nobody here. Do you think I should stand before you and give you my opinion? You know I am on the Cleveland High School faculty. I am eating out of the public crib. I wonder how you feel about my doing this. What do you say, Dorothy?

Dorothy Phillips: I think first the facts should be

taken into consideration both for and against the question and discussed. Then after we have had the discussion and the students have formed their opinions, I believe that the teacher should tell the way that he would have stood on the question, and in that way sometimes teachers will bring out points that perhaps have been omitted.

Mr. Hatch: I know, but suppose I do that and I do not agree with you? How are you going to feel about that? You have stated an opinion and I say that I do not agree - what about that?

Dorothy Phillips: I think that the students should listen to your point of view. Then, if you have a good argument on your side, they should be willing to take it into consideration.

Mr. Hatch: And when you took the examination, which one would you put down on your paper, I wonder?

Dorothy Phillips: I would put down the one which I thought best in my own opinion, and believe you would respect it.

Mr. Hatch: I appreciate that compliment. I hope to be willing to respect your points of view as I should want you to respect mine.

Dorothy Venverloh: Every man has a right to his own opinion.

Mr. Hatch: Walter?

Walter Rohlfing: I think you have a right to your opinions if you do not try to swing us your way; I think some teachers do do that but I do not think that you will do that.

Mr. Hatch: Wait a minute, Walter - you brought out a serious charge. You say it is all right "if you do not try to swing us." When I ask you your opinion, I ask you to state it as well as you can. When you ask me to state mine, I shall do the same and in that statement, I may be "swinging" you my way, and you do not think I ought to do that.

Walter Rohlfing: I do not see where you would be swinging us. I know you could not swing me. My opinion would be just the same.

Mr. Hatch: Now, Walter, I want to make a confession. Since I have been working with you the past week, a certain point of view I had when I came to St. Louis, I do not hold now. One of you got up and said something so well that it made me modify a position I had taken. But, "I cannot swing you and you cannot swing me." I wonder if that is the attitude we should take, both of us? Go ahead, Walter.

Walter Rohlfing: Maybe it is not the attitude we should have but I think you have your ideas and I should listen to them. Whether we want to adopt them or not, I do not know.

Mr. Hatch: You said I could not swing you but I confess that you made me shift and change. Does this not work both ways?

Walter Rohlfing: I will admit that I will consider your ideas.

Mr. Hatch: Then I want to ask you, what is the good of all this thing if you come in and take a "cannot-change-me" attitude and I come in and say, "I know so much more than you that you cannot change me"?

Walter Rohlfing: We get the attitude of the other person into our consideration. This will tend to make us think and maybe give us better ideas.

Mr. Hatch: Dorothea is anxious to talk on that.

Dorothea Collins: The teacher is going to influence us on everything studied or discussed, but we would much prefer to have him take a definite stand so we can form our own ideas. We would much rather have it openly than to have him attempt to make us think one way or another by more subtle means.

Mr. Hatch: Dr. Stoddard, give Dorothy a double A on that. Yes, that is my philosophy, Dorothea.....

Mr. Hatch: And so, the lesson is over. The lesson is over? Is it?

And, the next assignment? The next assignment - is what? Come one, any of you. Is the lesson over? And, what is the next assignment?

Dorothea Collins: The lesson is not over and the next assignment is "Read and think and talk!"

Mr. Hatch: And you people will carry on those old traditions of this old frontier town. In the past many an adventurer left St. Louis to go out to the far West and the far Southwest and the far North, and here today we are pioneers in another great adventure in freedom of thinking and discussion in the public schools of all our country.

May I close now with the words of Lincoln again, accentuated as Lincoln accentuated them when he gave them at Gettysburg. I want you to get the full significance of this. Coming to the close of that masterly talk to his people, he said: "Let us here highly resolve that this Nation under God shall have a new birth of Freedom, and that Government of the PEOPLE, for the PEOPLE and by the PEOPLE shall not perish from the earth."

## CHAPTER VIII

## SUGGESTED MATERIALS

The first and most essential requisition is the pupil. The teacher should know the pupil as well as the subject. Know his interests, background, economic status, and have an understanding of his capacity to learn. It is not an easy matter to acquaint yourself with all your pupils, but it is a challenge for the instructor who believes results in teaching cannot be measured by the length of reading assignments. If you teach from the pupil's point of view, the dividends of satisfaction will make your daily classes a pleasure.

Second, try to utilize pupil experience and observation in classroom discussion. The scope of the student can be broadened by field trips in the vicinity. Such training may have vocational significance as well as drawing the attention of the pupil to the community.

Third, each pupil needs a sharp pair of scissors to cut clippings from the daily paper. The newspaper is the most practical source of information but unfortunately the policies of the paper are sometimes biased. This objection can be partly answered by directing the pupil to such well known writers as Paul Mallon, Walter Lippmann, Dorothy Thompson, Edwin C. Hill, and Raymond Tucker. Usually, articles released over the Associated Press, and United Press wires present the

facts with little or no comment by the individual reporter. In this same connection, provide each pupil with a folder in which to keep clippings.

Fourth, many teachers recommend weekly publications as The American Observer, 744 Jackson Place, District of Columbia. It examines all important social, political, and economic problems both here and abroad. Each week two particular questions are discussed at length. The United States News, 2201 M Street, North West, District of Columbia, is another paper suitable for class purposes.

Fifth, the use of films in economics gives the pupil a vivid impression of large scale production, conditions in industry, and agricultural problems. Many methods in business today defy description and the pupils enjoy seeing educational films. Some of the agencies where films are obtainable are Boston University Free Film Service, 84 Exeter Street, Boston, Massachusetts; International Educational Pictures, Incorporation, 40 Mount Vernon Street, Boston, Massachusetts; Division of University Extension, State House, Boston, Massachusetts; United States Department of the Interior, Bureau of Mines, 4800 Forbes Street, Pittsburgh, Pennsylvania.

Sixth, periodicals such as the Literary Digest, Life, Today, News-Week, American, Readers Digest will be within the reading scope of the average pupil. In many instances it will require little training to establish the habit of browsing through this material in search of pertinent

articles which will make the class discussion more interesting. Timely praise given to pupils who show initiative will foster more energy among their classmates.

Seventh, magazines such as Harpers, Atlantic Monthly, Forum, and Scribners. The writers in these publications will surely challenge the teacher, and many of the articles can be read with understanding by some members of the class. Often it is a good plan to have one of the better pupils read a topic and then interpret it to the class. Many times by giving a lead, you will create a desire among the class to read an article.

Eighth, contemporary books may furnish a valuable aid to the teacher as well as some of the students. Consider the influence of such books as New Frontiers by Henry Wallace, Economy of Abundance by Stuart Chase, and Successful Living in a Machine Age by Edward A. Filene. Books of this nature either challenge our beliefs or add weight to our opinions.

Ninth, the radio presents some programs that consider economic questions. News commentators, politicans, and professors from certain colleges frequently discuss current economic problems over the air.

Tenth, men in the vicinity qualified to talk on some phase of economics may be willing to appear before the class. The teacher should be certain however, that any speaker is acceptable to those in authority.

Eleventh, a suitable group of textbooks should be

selected. If any teacher expects to present a broad course of instruction it is helpful to have perhaps three copies of several different texts. This has the advantage of presenting different points of view on the same subject as well as aiding the teacher in providing for individual differences. It has been noted by the writer that some textbooks are much easier to read than others; consequently, pupils who lack academic ability could be assigned to the more readable books. Finally, most authors have one field or phase of economics in which they specialize.

Suggested Textbooks

Fay, Charles R. Elements of Economics, The Macmillan Company, Boston, 1935.
Discusses generally accepted economic doctrine. A list of true-false questions at the end of each chapter.

Hill, Howard C. and Tugwell, Rexford G. Our Economic Society and Its Problems, Harcourt, Brace and Company, New York, 1934.
Particularly good on farm problems.

Atkins, Willard E. and Wubnig, Arthur. Our Economic World, by Harper and Brothers Publishers, New York, 1936.
Presents an overview in various fields of work.

Hughes, R. O. Fundamentals of Economics, Allyn and Bacon, Boston, 1934.
Simplifies economic principles and develops them by present-day situations.

Corbett, J. F. and Herschkowitz, M. L. Modern Economics, The Macmillan Company, 1935.
A book that might challenge many beliefs of both students and teacher. It stresses planning under government regulation.

Sloan, Harold S. Today's Economics, Prentice-Hall, Inc., New York, 1935.

Gives problem material and shows how newspaper clippings may be brought into the class assignment. A very helpful teacher's handbook is written to accompany this text.

Klein, J. and Colvin. W. Economic Problems of Today, Lyons and Carnahan, New York, 1936.
Contains valuable material for approaching contemporary problems.

Riley, Eugene B. Economics for Secondary Schools, Houghton Mifflin Company, Boston, 1935.
Particularly good on various phases of corporate organization and banking.

Faubel, Arthur L. Principles of Economics, Harcourt, Brace and Company, New York, 1932.
An extended treatment of marketing and tariff.

## Miscellaneous Material

Teachers Outline and Guide for Course in Contemporary Problems for Grades 11 and 12, Oakland Public Schools, Oakland, California.
Valuable for the teacher of any social study. The course incorporates many present-day problems with suggestions for their presentation.

Syllabus in Economics, Jersey City Public Schools, Jersey City, New Jersey.
A general plan is made for the teacher to follow, however, it is not very detailed.

Reviews and Examinations in Economics, Regents Publishing Company, 45 East 17th Street, New York, New York.
May be helpful in organizing the factual material which is presented in the course.

Industry Library, Room 2036, 11 West 42nd Street, New York, New York.
A series of seven booklets which set forth the advantages which have been derived under an individualistic capitalism.

## Suggestive References for Teachers

The articles presented in the following list are selected from the bibliography in School and Society, by Professor John J. Mahoney, Boston University, Boston, Massachu-

setts. The references given here do not include all the available material; nevertheless, the author feels they are significant in the teaching of economics.

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# CHAPTER IX

## A BRIEF SUMMARY

The purpose in this study has been twofold: (1) to evaluate the subject of economics in the high school; (2) to develop a suggested functional course of study based on the principles of economic democracy.

It is evident that economics is challenged by some of the newer courses in the social studies field. Problems of democracy and economics are usually offered in the twelfth grade, and in the writer's judgment pupils frequently confuse the two subjects; however, problems of democracy as generally conceived includes social, political, and economic problems. The writer feels both subjects have a place in the curriculum and recommends that problems of democracy be offered in the eleventh grade to serve as a background for the study of economics.

Economics is reported by approximately one-third of the high schools in the United States; nevertheless, only 4.1 per cent of the pupils were enrolled in the subject in 1933-34.

During the current school year, economics is offered in 67.7 per cent of the senior high schools in Massachusetts, while 7.3 per cent of the pupils are registered in the course. This represents a significant increase over any previous period which was analyzed.

Textbooks in the field vary in the number of pages devoted to different topics. Authors do not agree on the purpose of economics in the high school; consequently, there is a marked difference in the emphasis placed on the various topics. The writer recommends that pupils have the opportunity to become familiar with several texts, this is calculated to give balance and perspective to the course.

The courses of study indicate that the subject is generally based on accepted economic principles with a broad application to existing institutions. The current manifestations of man's inability to constructively command his economic environment, receives little or no attention.

The functional course of study is an attempt to offer some concrete suggestions to the school administrator or teacher who is interested in the subject. To the extent it may serve to stimulate the initiative and imagination of the reader to the host of practical opportunities in the field of economics, it will serve the purpose of the author.

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